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ABSTRACT

This document offers 19 case studies that show how people across the United States have kept historic schools as vital parts of their communities. The case studies address the most important challenges to the continued use of historic schools as educational facilities. They offer concise summaries of information that architects, contractors, and school administrators have shared with the National Trust for Historic Preservation, and they describe projects that illustrate reasonable solutions to: building code compliance, structural problems, deferred maintenance, mechanical-HVAC upgrades, safety issues, compliance with the Americans with Disabilities Act, integration of 21st-century technology, adaptation to modern educational programmatic needs, and sympathetic additions to historic structures. Contact information provided in each "success story" gives school facility decision makers and neighborhood preservationists the opportunity to talk directly with experts who have overcome vexing problems in school rehabilitation. The schools profiled are: (1) St. Helena Elementary School, St. Helena, California; (2) Portland Middle School, Portland, Connecticut; (3) The Thomas A. Edison Charter School, Wilmington, Delaware; (4) William McKinley High School, Honolulu, Hawaii; (5) Boise High School, Boise, Idaho; (6) Evergreen Academy, Chicago, Illinois; (7) William H. Ray Elementary School, Chicago, Illinois; (8) Carl Schurz High School, Chicago, Illinois; (9) The Shakespeare School, Chicago, Illinois; (10) East Boston High School, Boston, Massachusetts; (11) Fairhaven High School, Fairhaven, Massachusetts; (12) Sidney Pratt School and Community Education Center, Minneapolis, Minnesota; (13) Edward Lee McClain High School, Greenfield, Ohio; (14) Logan Elementary School, Columbia, South Carolina; (15) St. Louis School, Castroville, Texas; (16) Woodrow Wilson High School, Dallas, Texas; (17) Appomattox Regional Governor's School, Petersburg, Virginia; (18) St. Andrew's School, Richmond, Virginia; and (19) Latona Elementary School, Seattle, Washington. (EV)

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Issues and Initiatives

Historic Neighborhood Schools: Success Stories

Success stories are crucial tools for Americans trying to preserve historic schools. They show how communities across the country have preserved these architectural landmarks, held onto neighborhood anchors, and created uniquely enriching educational settings.

Pratt School and Community Education Center in Minneapolis: built in 1898, renovated in 2000

Thanks to funding provided by the National Center for Preservation Training and Technology, and capitalizing on connections made through the Trust's historic neighborhood schools initiative, the Trust now offers **19 case studies** that show how people across the country have kept historic schools vital parts of their communities. These studies concisely summarize information that architects, contractors, and school administrators have shared with the Trust; they also illustrate responses to the most important challenges facing the continued use of historic schools as educational facilities. The issues they address include:

- building code compliance
- structural problems
- deferred maintenance
- mechanical-HVAC upgrades

Read the National Trust's *Why Johnny Can't Walk to School*–download the **Full Report** (.pdf, 800 kb) or the **Executive Summary** (.pdf, 120 kb).

Neighborhood schools were part of 2000's list of **America's Most Endangered Historic Places**.

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- safety issues
- compliance with Americans with Disabilities Act
- integration of 21st century technology
- adaptation to modern educational programmatic needs, and
- sympathetic additions to historic structures.

Most important, the contact information provided in each success story gives school facility decision makers and neighborhood preservationists the opportunity to talk directly with experts who have overcome the most vexing problems in school rehabilitation.

See the list of case studies.

For more information about the National Trust's historic neighborhood schools initiative, contact the appropriate Regional Office:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

Midwest Office (IL, IN, IA, MI, MN, MO, OH, WI): Royce Yeater, 312-939-5547

Southwest Office (AR, NM, OK, TX): Megan Brown, 817-332-4398

Southern Office (AL, FL, GA, KY, LA, MS, NC, PR, SC, TN, VI): Mary Ruffin Hanbury, 843-722-8552

Southern Field Office (DC, MD, VA, WV): Rob Nieweg, 202-588-6107

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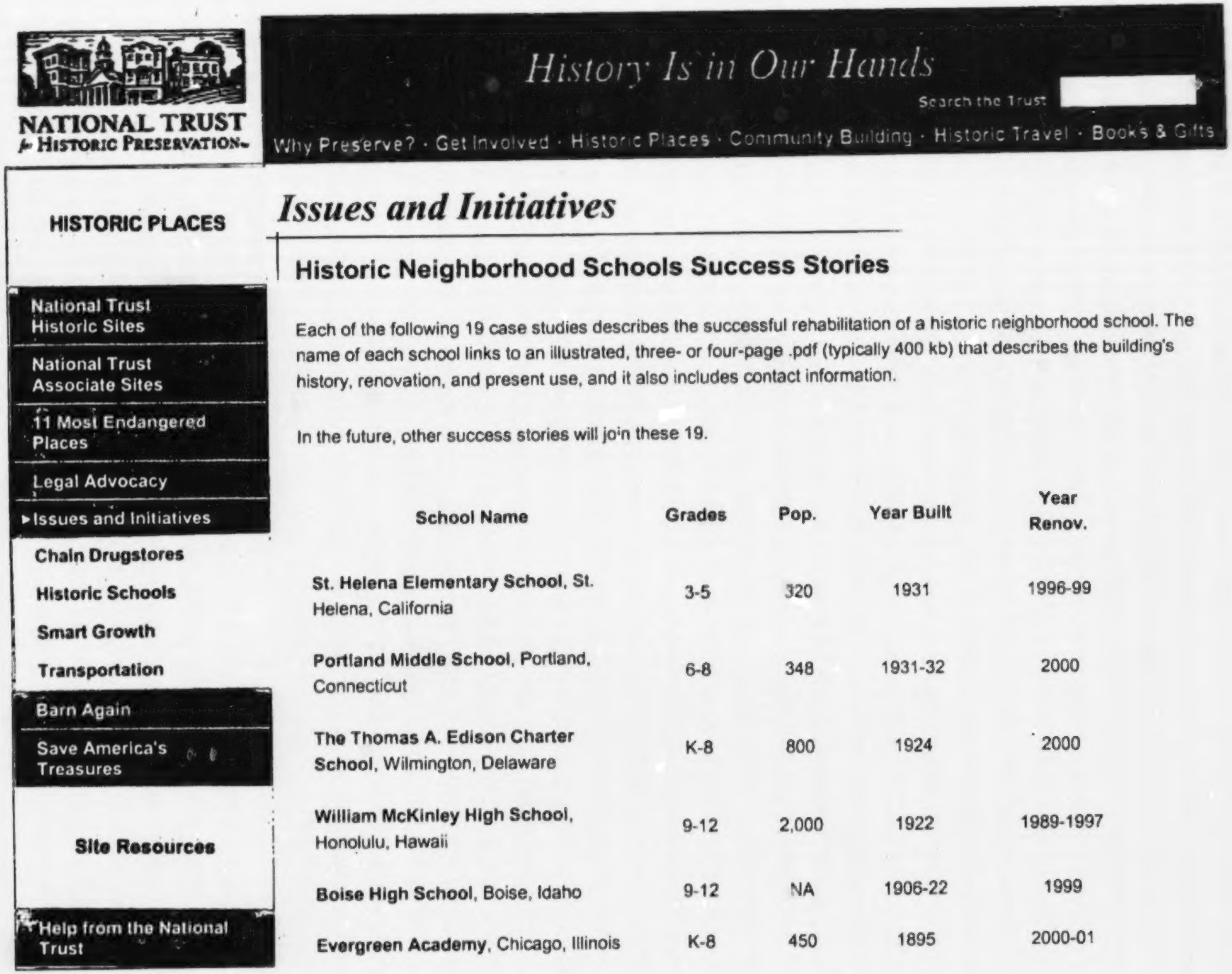
Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885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Issues and Initiatives

Historic Neighborhood Schools Success Stories

Each of the following 19 case studies describes the successful rehabilitation of a historic neighborhood school. The name of each school links to an illustrated, three- or four-page .pdf (typically 400 kb) that describes the building's history, renovation, and present use, and it also includes contact information.

In the future, other success stories will join these 19.

School Name	Grades	Pop.	Year Built	Year Renov.
St. Helena Elementary School, St. Helena, California	3-5	320	1931	1996-99
Portland Middle School, Portland, Connecticut	6-8	348	1931-32	2000
The Thomas A. Edison Charter School, Wilmington, Delaware	K-8	800	1924	2000
William McKinley High School, Honolulu, Hawaii	9-12	2,000	1922	1989-1997
Boise High School, Boise, Idaho	9-12	NA	1906-22	1999
Evergreen Academy, Chicago, Illinois	K-8	450	1895	2000-01

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William H. Ray Elementary School, Chicago, Illinois	PreK-8	800+	1893-94	1997
Carl Schurz High School, Chicago, Illinois	9-12	3,500	1908-23	1990
The Shakespeare School, Chicago, Illinois	PreK-5	NA	1892	1990s
East Boston High School, Boston, Massachusetts	9-12	NA	1926	2000
Fairhaven High School, Fairhaven, Massachusetts	9-12	670	1906	1996-99
Sidney Pratt School and Community Education Center, Minneapolis, Minnesota	K-2	57	1898	2000
Edward Lee McClain High School, Greenfield, Ohio	K-12	NA	1915	2001
Logan Elementary School, Columbia, South Carolina	1-5	206	1913	1999
St. Louis School, Castroville, Texas	PreK-5	240	1925	1986
Woodrow Wilson High School, Dallas, Texas	9-12	1,400	1928	1998
Appomattox Regional Governor's School, Petersburg, Virginia	9-12	NA	1916-18	1996-2000
St. Andrew's School, Richmond, Virginia	K-5	108	1900	1999-2000
Latona Elementary School, Seattle, Washington	K-5	350	1906	1999

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Success Stories

St. Helena Elementary School

St. Helena, California

St. Helena is the only public elementary school in the town of St. Helena, located in Napa Valley, California. Following years of neglect, the 1931 school building required a comprehensive restoration. This project was undertaken in collaboration with school staff, community members and Quattrocchi Kwok Architects.

The local community is very proud of St. Helena Elementary School, which is their crowning jewel. Following the renovation, St. Helena continues to play an important role in the community. It is predicated that property values will slightly increase as a result of the school's renovation.

The renovation of St. Helena Elementary School is a testament to the community's reverence for an historic neighborhood school. From the onset, there was an unwavering commitment to preservation even after a major fire occurred in the midst of rehabilitation work. The school exemplifies how a historic school can be modernized with 21st century amenities. As a result, the retention of St. Helena's Elementary School in its historic location enables most of its students to continue to walk to school.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

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Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885

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www.sthelena.k12.ca.us

Community Leader, Neighbor or PTA Member

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St. Helena Chamber of Commerce
Chief Executive Officer
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St. Helena, California 94574
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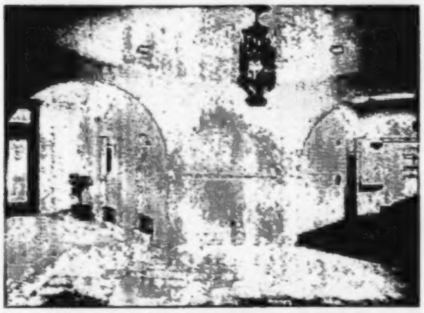
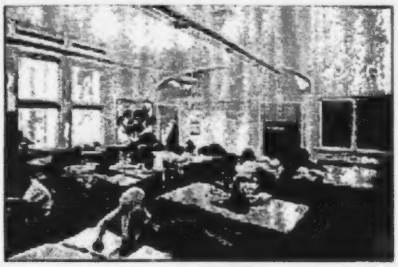
707.963.5396 (fax)
rex@sthelena.com
www.sthelena.com

Description of Project

Project
St. Helena Elementary School
Address: 1325 Adams Street
St. Helena, California 94574
Status:
Local, state, national designation: Information not available
Eligible: Information not available
Architect: Information not available
Date of construction: 1931
Date of renovation: The project began in 1996 with a Facilities Improvement Study and was ultimately completed in February of 1999. An accidental fire in May of 1996 destroyed the east wing. As a result of the fire, the school's west wing suffered approximately $1.5 million in smoke and heat damage. While the fire and resultant damage was unfortunate, the architects were afforded the opportunity to restore the entire building to its original appearance.
Date of previous renovation: 1950s and 1973





Use

(St. Helena is exclusively for 3rd through 5th grade students)
Size: 58,400
Student/teacher ratio: 3rd grade 19:1. 4th grade 23:1 (320 students total)
Alternative uses: The school building also serves as a community resource. The theater is used by community groups, the cafeteria is utilized for Boy Scout events and the playing field often hosts Little League as well as adult softball and soccer practice and games.

Location

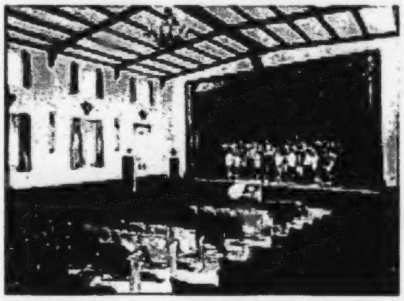
Historic district: St. Helena's Main Street is a State Historic Commercial District. The school is located in a neighborhood of historic homes.
Walking distance
Bussing vs. walking: Since the 1930's, most of the students have walked or ridden their bicycle to school.

Cost

Total renovation cost: $7.39 million (excludes new furniture, equipment and certain fees)
Per square feet: $126.54 (excludes new furniture, equipment and certain fees)
Per student: $23,093.75 (excludes new furniture, equipment and certain fees)
Source of funding
Local: The School District helped fund the project. This was made possible through a bond that was established exclusively for the project.
State: The State helped fund the project.
Federal: No
Private: Artists in the community volunteered their time to help paint the school during the restoration. Parents and faculty members also contributed to a fund for new blinds and a lighting system.
Tax credits: No
Insurance: Following the devastating fire, the school's insurance company absorbed the cost for fixing the building.
Cost estimates for new school construction: Approximately $250.00 per square foot.

Problems and/or Threats

Close the school building: The building had significantly deteriorated due to neglect. Electrical, mechanical, plumbing and roofing systems were no longer usable. In addition to badly worn finishes, broken windows and doors, the building lacked viable electrical wiring and outlets to accommodate 21st century technology.
Raze existing building in order to build a new facility: Following the fire, cost considerations supported the option to raze the building and erect a new structure. Significant community pressure led to the ultimate result of preservation and restoration of the school building.
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: New school construction is generally prompted by cost considerations and a lack of space. The district will usually reject new school construction if the cost of land is too high. In cases where this cost of land for a new school is prohibitive, existing older schools may be torn down and replaced with a new structure.
State funding biases: No
Inadequate government funding: Yes
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates:
Poor or bad renovation job: In 1973, ceilings throughout the school were lowered, which detracted from the overall grandeur originally present due to the building's partially covered tall wood windows. In the 1950s, the building's layout was also changed to modify the location of the east entry. This entry did not align with the grander main corridor.



Resolution

Strategies or state/local polices utilized to achieve success story:
The school was saved in a large part to the overwhelming support from the community to issue a bond to finance the work. With the additional support of the School Board, which shared the community's vision for the school, the building was ultimately preserved. In most cases, the applicable School Board has tremendous influence regarding the fate of a school. The School Board must share the community's vision, which will make or break their decision to reinvest in an existing school building.

Renovation Success

Undertakings (After the fire of June 1999)
Classroom size and circulation: The school's high ceilings were restored.
State-of-the-art facility: The school has new lighting and mechanical systems.
Computer technology: All classrooms were wired with power and data systems to provide 21st century technology.
Meets education programmatic needs: All administrative offices were altered to meet education programmatic needs.
Building codes: Up-to-code.
Life safety codes
Asbestos: Existing asbestos was removed from the premises in the 1970's.
Fire safety: The school's fire system was updated. This was an important undertaking due to the two recent fires at the school (1996 and 1999).
Air quality: The school has new mechanical ducts.
Handicapped accessibility: ADA requirements were met.
Parking: Up-to-code. Since there are no parking lots at the school, parking is available in the neighborhood.
Playing fields: Adequate facilities.

Awards Granted

Achievements/Recognition: The school's theater received an "Award Merit" from Napa County Landmark Incorporated.

Future Endeavors

Maintenance plans: A condemned building ("Vintage Hall") located on the campus will be renovated.
Maintenance funding: Information not available

Description of Outcome

Community Response
Neighborhood stability: The school is located in a small town of only 5,950 people, where residents strive to maintain a small-town atmosphere. The local community is very proud of St. Helena Elementary School, which is their crowning jewel. Following the renovation, the school continues to play an important role in the community.
Safety: Safety has never been an issue in this affluent neighborhood, where the median real estate price is around $1 million.
Community reinvestment: No change. Residents in the community tend to immediately fix an existing problem. There is definitely a continuous cycle of reinvestment in the community.
Economic growth: It is predicated that property value will slightly increase as a result of the school's renovation.

Community Benefits

Students:
Increased academic achievement: Student test scores have increased in the last two years.
Independence: No
Teachers: The teachers are very supportive of the project. They report a heightened sense of school community. The school has a new mascot and colors. Students even wear their school shirts on Fridays.
Parents: Parents and neighbors have always been very active in the school. Many even helped during the restoration with tasks such as painting. The work was very well received by the community.

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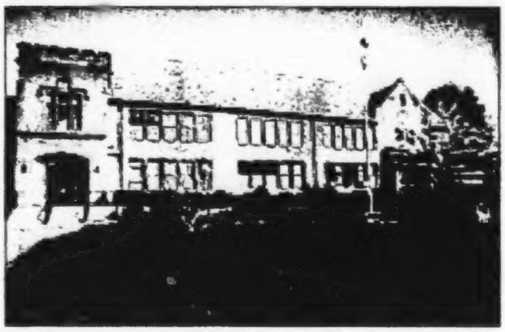
Success Stories

Portland Middle School
Portland, Connecticut

Portland Middle School is a Tudor Revival style building that has served as an anchor in its community for seven decades. In the early 1990's, the school began to show signs of wear and tear. Thanks to a driven and dedicated community, a decade long restoration project was undertaken to refurbish the 1930's schoolhouse.



The school's Portland, Connecticut community is credited with implementing innovative projects to raise money for the restoration work. In addition to state money, funding for the reinvestment initiative was made possible through community support and PTO fundraising. An innovative program titled "Buy A Seat" was implemented to raise money to refurbish the school's auditorium seats. Partakers purchased a seat for $100 in return for a plaque. The seats were refurbished by inmates at a near by prison. The sale of community bus trip tickets, basketball game tickets and Christmas trees also played an important role in funding the project.

The project also enabled Portland Middle School to be brought up to 21st century educational standards. The entire school was rewired, enabling Internet access for all classrooms. Fiber optic cables were installed to allow students to interact and communicate with students at a near by high school.

A cycle of community reinvestment was triggered by the renovation of Portland Middle School. The Old Town Hall along with several nearby small businesses and offices has since been renovated. The town has seen an increase in economic growth since the renovation initiative began. Keeping the school in the neighborhood has also enabled local community students to continue to walk to school. There is a convenient mile-long sidewalk that connects the school to surrounding neighborhoods and the downtown business district.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

Midwest Office (IL, IN, IA, MI, MN, MO, OH, WI): Royce Yeater, 312-939-5547

Southwest Office (AR, NM, OK, TX): Megan Brown, 817-332-4398

Southern Office (AL, FL, GA, KY, LA, MS, NC, PR, SC, TN, VI): Mary Ruffin Hanbury, 843-722-8552

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Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885

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Contact Information & Project Details

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Portland Middle School
Building Director
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Portland, Connecticut 06480
860.342.2521
860.342.3428 (fax)
www.portlandct.org/education/pms/

Community Leader, Neighbor or PTA Member

Ms. Elizabeth B. Swenson
Portland Revitalization, Inc. (P.R.I.D.E.)
Director
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ebswenson@aol.com
www.portlandpride.org

Description of Project

Project
Address: 314 Main Street
Portland, Connecticut 06480
Status:
Local, state, national designation: No
Eligible: The school is currently seeking state historic register status.
Architect: The building was designed by Towner and Sellew Associates. The school's architecture is representative of the work done by skilled artisans associated with Portland's brownstone quarries.
Date of construction: 1931-1932
Date of renovation: Completed in the summer of 2000.
Date of previous renovation: Additions were added to the school in 1955, 1963 and 1992.

Use

(While the school originally served as a high school, it now serves grades six through eight)
Size: 76,452 square feet
Student/teacher ratio: 35:1 (348 students)

Alternative uses: The school serves as a venue for community activities and gatherings. This includes concerts, plays, town meetings, Girl Scout events and summer school activities.

Location

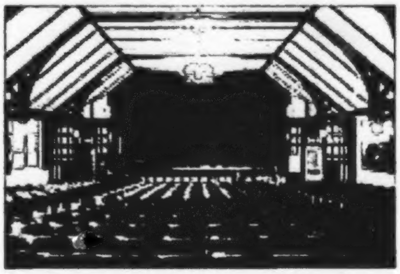
Historic district: Although not located in a historic district, the school is located on Main Street and faces Fairview Street, a residential neighborhood.
Walking distance:
Bussing vs. walking: There is a convenient mile-long sidewalk that connects the school to surrounding neighborhoods and the downtown business district.

Cost

Total renovation cost: The most recent renovation initiative (replacing windows) in the summer of 2000 cost $200,000. The entire ten-year project cost is not available.
Per square feet: Information not available
Per student: Information not available
Source of funding
Local: None
State: The state provided $300,000 for the renovation initiative.
Federal: None
Private: Yes.
Tax credits: None
Cost estimates for new school construction: The estimated cost for a new school in Chicago ranges from $40 to $50 million.

Problems and/or Threats

Close the school building: The school has been in continuos use since its opening in the Fall of 1932.



Raze existing building in order to build a new facility: While there was talk of developing the facility into an alternative use, the issue of razing the building did not come up.
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: No
State funding biases: No
Inadequate government funding: No
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates:
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
The Superintendent of the school system was instrumental in promoting the community's initiative to renovate Portland Middle School.

Renovation Success

Undertakings (In addition to modernizing the schoolhouse, two large W.P.A. era oil paintings circa 1933 depicting the town's economic roots by H.S. Barbour were preserved.)
Classroom size and circulation: No change
State-of-the-art facility: Yes
Computer technology: The school system employees a tech coordinator who oversees computer oriented issues. The entire school was rewired, enabling Internet access for all classrooms. Fiber optic cables were installed to allow students to interact and communicate with students at a near by high school.
Meets education programmatic needs: Yes
Building codes: Up-to-code
Life safety codes
Asbestos: Asbestos located within student reach was abated.
Fire safety: A new fire sprinkler system was installed.
Air quality: Up-to-code
Handicapped accessibility: The renovation included meeting ADA code compliance standards.
Parking: No change
Playing fields: No change

Awards Granted

Achievements/Recognition: Awarded the Certificate of Merit from the Blue Ribbon Schools Program by the U.S. Department of Education.

Future Endeavors

Maintenance Plans: Future endeavors for Portland Middle School includes a new slate roof.
Maintenance Funding: Information not available

Description of Outcome

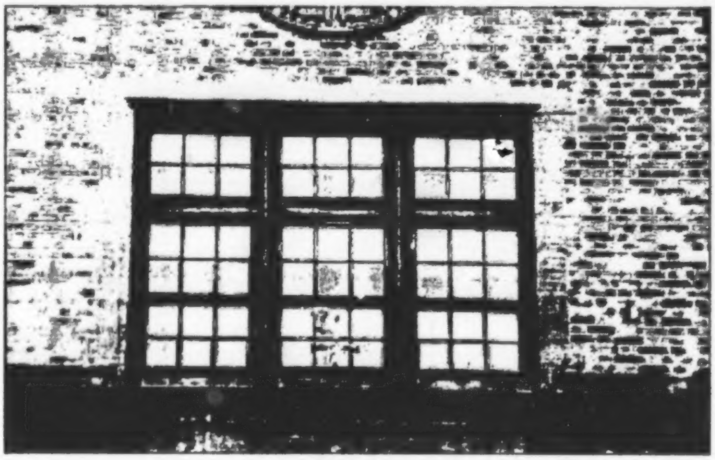
Community Response
Neighborhood stability: In regards to statue and size, the school is a key element in the neighborhood's streetscape. It serves as a very important anchor on Main Street. A significant number of town residents even attended the school.
Safety: No change
Community reinvestment: A cycle of reinvestment was triggered by the renovation project. The Old Town Hall along with several small businesses and offices are being renovated.
Economic growth: The town has seen an increase in economic growth since the renovation initiative began.

Community Benefits
Students: The students participated in the renovation project by taking part in the school-planting program.
Increased academic achievement: The school reports that test scores have been on the increase since the renovation.
Independence: Information not available.
Teachers: The school has received positive feedback for both teachers and parents.
Parents: The school has received positive feedback for both teachers and parents.

Quotes

"It is difficult to imagine Main Street without the rich personality and character of the Portland Middle School. The absence or alteration of this building would have been all too likely without the effort, vision and commitment of many people in this community."

—Portland Revitalization, Inc. (P.R.I.D.E.)



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The Thomas A. Edison Charter School

Wilmington, Delaware

Once the focal point of its Wilmington, Delaware neighborhood, The Thomas A. Edison Charter School remained vacant and unused for over a decade. Recently, the Edison Project of New York undertook the task of renovating the school building. Due to the severely deteriorated condition of the building, obtaining an accurate appraisal of the renovation project was difficult. The Thomas Edison Charter School was ultimately renovated for $7.2 million in an attempt to restore the school's prominence in the community.

The school district abandoned The Thomas A. Edison Charter School building in 1981. Through 1989, various community organizations leased portions of the school's first floor. In the 1990's, the building, then unused, further deteriorated as vandals stripped most of the valuable fixtures and homeless individuals took up residence. Eventually, the basement was flooded with inches of standing water.

In the early 1990's, The Edison Project of New York, an operating entity that manages public schools, decided to renovate and modernize the school building. Computer terminals were installed in every classroom. The Edison School is a good example of a historic school building maintaining an educational use facility. As a new charter school, the 1924 building illustrates well the adaptability of former public schools.

The Thomas A. Edison Charter School is once again an important anchor in its neighborhood, Price Run. The surrounding neighborhood consists of row houses and public housing facilities, some of which are boarded up. The recent renovation project has served as a catalyst for community reinvestment. For example, a church located around the corner from the school is being renovated. Further community reinvestment and economic growth is expected.

Contact Information & Project Details

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School Administrator

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Thomas A. Edison Charter School
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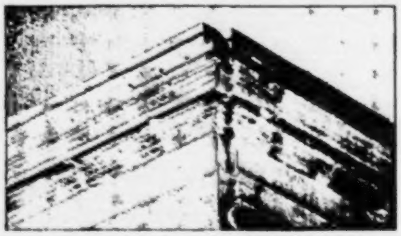
No website available

Description of Project

Project
The Thomas A. Edison Charter School (formerly known as the George Gray School)
Address: 23 and Locust Street, Wilmington, Delaware 19806
Status:
Local, state, national designation: None
Architect: Information not available
Date of construction: 1924
Date of renovation: 2000. This fast track project was completed in 11 months.
Date of previous renovation: An addition was constructed in 1953 to house kindergarten classrooms, a gymnasium, administrative offices and establish a new entrance.

Use

(The school is for students from grades K through 8)
Size: 82,000 square feet
Student/teacher ratio: 17:1 (800 students)
Alternative uses: The school has continuously served as a community center.



Location

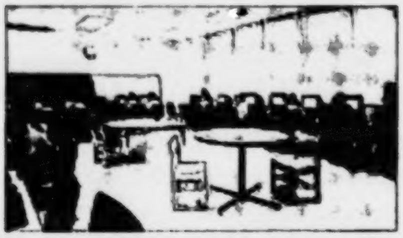
Historic district: The school is located in "Price Run," a neighborhood in northeast Wilmington.
Walking distance:
Bussing vs. walking: Since the Charter School enrolls students from throughout the region, approximately half of the students must rely on bus transportation. Fifty percent of the student population are however able to walk to school.

Cost

Total renovation cost: $7.2 million
Per square feet: $87.80
Per student: $9,373.00
Source of funding
Local: The Longwood Foundation provided local funding for the project.
State: The state funds faculty salaries and books.
Federal: None
Private: The Edison Project of New York funded most of the project.
Tax credits: None
Cost estimates for new school construction: A new school in Wilmington, Delaware costs at least $175.00 per square foot (this figure includes the cost of the site).

Problems and/or Threats

Close the school building: The school was vacant and unused for over a decade.
Raze existing building in order to build a new facility: Due to its dilapidated condition, the building was seriously considered for demolition. Its preservation and restoration was largely due to grassroots efforts by the community to save the building.
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: No



State funding biases: State funding is not available to charter schools. The State will only support per student operating expenses and faculty salaries. This policy forced the charter school to absorb many of the expenditures associated with the renovation initiative, including costs related to removal of on site contamination.
Inadequate government funding: No
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates:
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
The Edison Project of New York, an operating entity that manages public schools, decided to renovate the Edison school building. By the late 1990's, members of the surrounding community were exasperated with the derelict building and demanded that the city take action. As part of the renovation initiative, the owners of the building, Phase V of Delaware, Inc., agreed to lease the building to the Thomas A. Edison Charter School, a non-profit organization supported by the Edison Project and a group of local citizens.

Renovation Success

Undertakings: The renovation called for the removal of 98% of the existing Mechanical/Plumbing and Electrical Systems. State-of-the-art systems were installed.
Classroom size and circulation: Information not available
State-of-the-art facility: Yes
Computer technology: The school now has new broadband wiring, electrical wiring and current telephone and data equipment. There are computer terminals installed in every classroom.
Meets education programmatic needs: Yes
Building codes: Up-to-code
Life safety codes
Asbestos: With regard to life safety codes, the school building, once contaminated with asbestos, petroleum by-products, lead and arsenic, is now compliant with the relevant requirements.
Fire safety: During the renovation, a new sprinkler system, emergency lighting, exit signs and an automatic fire alarm system was installed.
Air quality: Each classroom has new unit ventilators for heating and cooling.
Handicapped accessibility: The project incorporated ramps, lifts and elevators so that the building is now handicapped accessible.

Parking: The school has adequate on street parking.
Playing fields: There is a playing field on site.

Awards Granted

Achievements/Recognition: The renovation was recognized by "Delaware Preservation," a local preservation group.

Future Endeavors

Maintenance plans: There are plans to add a playground and a high school to the site.
Maintenance funding: There is no funding plan currently available.

Description of Outcome

Community Response
Neighborhood stability: The surrounding neighborhood consists of row houses and public housing facilities, some of which are boarded up. For nearly seventy-five years, the school had served as a focal point of the community before its neglect. The recent renovation increased its popularity with the local community.
Safety:
Community reinvestment: The renovation project has served as a catalyst for community reinvestment. For example, a church located around the corner from the school is being renovated.
Economic growth: The school is located in a very disadvantaged neighborhood. It will take time to see if the project will influence economic growth throughout the community.

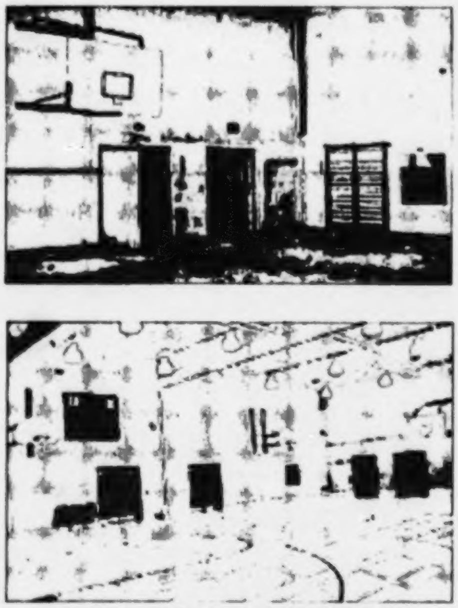
Community Benefits

Students: No information available
Increased academic achievement: No information available
Independence: No information available
Teachers: No information available
Parents: No information available

Quotes

"All of this was accomplished as economically as possible with final construction costs totaling $7.2 million dollars. A new school could have been built for the same amount of money and with less aggravation, but the loss to the community would have been enormous."

—Furlow Associates



Before and After:
The Edison Charter School Gymnasium

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HISTORIC SCHOOLS

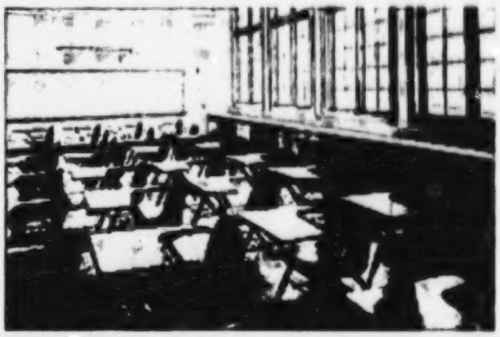
Success Stories

William McKinley High School

Honolulu, Hawaii

Building A at President William McKinley High School is a Spanish Colonial Revival style building. One of the oldest schools in the state of Hawaii, Building A was declared unsafe due to extensive dry rot and termite infestation. Over a ten-year period, hundreds of concerned parties joined together to overcome the challenges of restoring the building. Their commitment and perseverance resulted in the restoration of the school, which is now a National Historic Landmark.

The 1922 school building occupies a prominent place on King Street, one of Honolulu's main thoroughfares. Its architecture links it with other important Honolulu landmarks of the same era, including City Hall. People in Honolulu strongly identify with the building and recognize it as a place that houses a lot of community history. McKinley High School is a landmark in the community, with a compelling history for its association with WWII and as a major venue for non-school related entertainment and cultural events.



The solution to preserve the exterior of the building and adapt the interior for current needs has captured the best of both worlds and is a good example of preserving a historic school. Building A will continue to serve as an example of the best of Honolulu's early 20th century architecture while meeting the educational needs of new generations. In order to meet 21st century computer technology standards, the building was wired with the latest fiber optic lines. Due to McKinley High School's age, prominence and reputation, it may well serve as a model for the Department of Education to undertake similar projects elsewhere in the state.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

Midwest Office (IL, IN, IA, MI, MN, MO, OH, WI): Royce Yeater, 312-939-5547

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Southern Field Office (DC, MD, VA, WV): Rob Nieweg, 202-588-6107

Northeast Field Office (DE, NJ, PA): Adrian Fine, 215-848-8033

Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885

Protecting the Irreplaceable

Contact Information & Project Details

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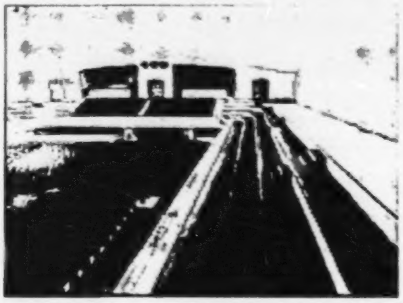
Description of Project

Project
Address: 1039 South King Street
Honolulu , Hawaii 96814
Status
Local, state, national designation: National Historic Landmark
Architect: Information not available
Date of construction: 1922. This is the oldest building in Hawaii's public school system.
Date of renovation: While the renovation project was initiated in 1989, Building A of William McKinley High School was renovated in 1997. The two-story building houses the school administration, classrooms and Marion McCarrell Scott Auditorium, with a capacity of 1,114 people.
Date of previous renovation: Information not available

Use

Size: Information not available
Student/teacher ratio: 27:1 (2,000 students)
Alternative uses: The school's auditorium, which dates back to 1927, once served as Honolulu's main concert hall. The auditorium was rebuilt and reconfigured to serve the needs of both students and the community. Today, most of the school's amenities are accessible to the public.



Location

Historic district: Although the school is not part of a historic district, it is, however, located in the center of metropolitan Honolulu.
Walking distance:
Bussing vs. walking: Students both commute and walk to school.

Cost

Total renovation cost: $11 million
Per square feet: Information not available
Per student: $5,500
Source of funding
Local: None
State: Hawaii's Capitol Improvement Fund (CIF) paid for 100 percent of the renovation cost.
Federal: None
Private: None
Tax credits: None
Cost estimates for new school construction: The cost of building a new high school in Hawaii is between $80 and $90 million and approximately $40 million for an elementary school.

Problems and/or Threats

Close the school building: The building was temporarily closed to address the dry rot and termite infestation problems. As the building was declared unsafe, the students were transferred to a temporary building.
Raze existing building in order to build a new facility: The existing structure was largely demolished. While the historic concrete exterior was retained, the building was redesigned to enhance earthquake, hurricane and fire resistance. During this process, all of the school's historic architectural components were carefully removed and subsequently reinstalled. In order to alleviate future termite problems, all wood moldings, rafters and soffit panels were replaced with plastic replicas.
Policies promoting the construction of school sprawl in outlying areas: The state of Hawaii does not have problems with sprawl development. The migration pattern in the state differs from traditional locals as people in Hawaii are recently migrating into downtown areas. As a result, the only policy that promotes new school construction is increased student enrollment.
Acreage standards: No
State funding biases: No
Inadequate government funding: No
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates:
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
The rich history of the high school attributed to the state's decision to fund the project.

Renovation Success

Undertakings
Classroom size and circulation: While there were absolutely no changes to the building's exterior, some of the interior classroom sizes were increased.
State-of-the-art facility: The redesigned state-of-the-art auditorium has a new sound system, stage rigging system, non-asbestos fire curtain system and performing lights.
Computer technology: In order to meet 21st century computer technology standards, the school was wired with the latest fiber optic lines.
Meets education programmatic needs: In order to meet educational needs, the basement was rebuilt to house the ROTC, student activities, custodial services as well as extra storage space. The ground floor was designed to hold administrative services, adult schooling facilities and community services. The second floor houses a math department and faculty lounge.
Building codes: The redesign meets all current building codes.
Life safety codes (Yes)
Asbestos: The state's building code requires that all asbestos be abated.
Fire safety: The redesign meets current fire codes.

Air quality: The renovation included a new air conditioning system throughout the building. Prior to its installment, building doors were often left open to provide for ventilation, although the outside noise was a nuisance to both students and faculty members.
Handicapped accessibility: The redesign meets current uniform federal accessibility standards.
Parking: No need for change
Playing fields: No need for change

Awards Granted

Achievements/Recognition:
1998-1999: Historic Preservation Honor Award from the Historic Hawaii Foundation.
1998: CEFPI (The Council of Educational Facility Planners International) Lighthouse Award.
1998: AIA Honolulu Design Award of Excellence.
1998: Hawaii BIA Merit Award

Future Endeavors

Maintenance plans: Information not available
Maintenance funding: Information not available

Description of Outcome

Community Response
Neighborhood stability: While the renovation has not effected neighborhood stability, there has been a surge in community interest and pride.
Safety: The fact that doors no longer remain open to allow for air circulation has increased the baseline safety level at the school. Limiting access to the school building also enhances the level of safety.
Community reinvestment: The community's increased interest level will most likely trigger community reinvestment.
Economic growth: No change.

Community Benefits

Students: Positive feedback.
Increased academic achievement: No studies have been conducted thus far to conclude that the school's renovation has increased student academic achievement.
Independence: No information available
Teachers: Positive feedback.
Parents: Positive feedback.

Quotes

"…the project is a wonderful example of the positive impact historic preservation can have in our communities and on our Islands."

—David Scott, Executive Director, Historic Hawaii Foundation

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Success Stories

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

Midwest Office (IL, IN, IA, MI, MN, MO, OH, [illegible]): Royce Yeater, 312-939-5547

Southwest Office (AR, NM, OK, TX): Megan Brown, 817-332-4398

Southern Office (AL, FL, GA, KY, LA, MS, NC, PR, SC, TN, VI): Mary Ruffin Hanbury, 843-722-6552

Southern Field Office (DC, MD, VA, WV): Rob Nieweg, 202-588-6107

Northeast Field Office (DE, NJ, PA): Adrian Fine, 215-848-8033

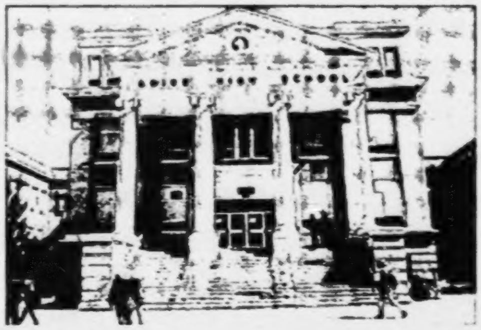
Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885

Protecting the Irreplaceable

Boise High School

Boise, Idaho

The renovation of Boise High School has re-instilled a sense of pride amongst students, teachers and community members in Boise, Idaho. Prior to 1995 when the Board of Trustees voted to preserve the school, the fate of this 1906-1922 classical style building was unknown. As a result, a Master Plan was conceived to address numerous renovation issues, among which included reconfiguring the campus, vacating streets, razing three structures, building a new science and technology center and renovating the original school building.



The School Board made the courageous decision to keep Boise High downtown, especially given the growth limitations and lack of parking. Instead of fleeing to the edge of town, the School Board came up with creative solutions. The school has a joint use arrangement with the YMCA across the street. To relieve parking shortages, the district provided free bus passes and coordinated with nearby churches. Besides overcoming the challenges of keeping the high school downtown, it was a major challenge to upgrade the school to current requirements.

Many of the innovative solutions to growth limitations can be replicated in other communities, such as transit-based initiatives and joint-use arrangements with adjacent property owners. The use of an alternative building code for historic buildings, the Uniform Code for Building Conservation, was necessary to make the project economically feasible. However, the school district had to first convince state building officials to allow the city building department to oversee the project. This could serve as an example to other state education agencies that a historic school can successfully be upgraded using a historic building code. Recognizing the legitimacy of these codes will help overcome the perception that new construction is automatically superior to rehabilitation.

The renovation of Boise High School is a model project, demonstrating how a historic building can be upgraded into a state-of-the-art facility. Keeping the school downtown has also helped keep Boise's historic neighborhoods healthy by stemming flight into the suburbs. Boise High School is once again a first rate educational facility as well as a showpiece for the entire community.

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Contact Information & Project Details

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School Administrator

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jim_wimer@boiseschools.org
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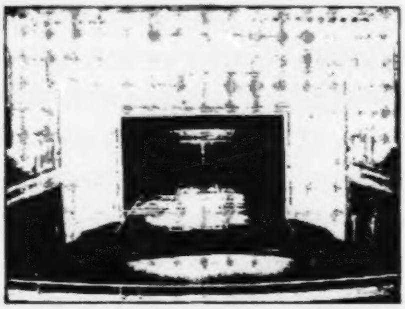
Description of Project

Project Address:
1010 West Washington Street
Boise, Idaho 83702
Status:
Local, state, national designation: None
Architect: Hummel Architects
Date of construction: 1906-1922
Date of renovation: September 1999
Date of previous renovation: In the 1930s; a new gymnasium was added and the building was remodeled for energy conservation. A new music building was also added in 1957. In the 1950's and 1960's, the building was further remodeled several times to address life safety issues.

Use: High School
Size:
Student/teacher ratio: 15:1
Alternative uses: The school is used for community concerts, workshops, public meetings and community education classes.

Location: Historic district
The school is located between the downtown area and the historic North End, which is Boise's oldest neighborhood.
Walking distance:
a. Bussing vs. walking: Since the school is located in a downtown area, students can easily walk to school.



Cost

Total renovation cost: $13.5 million (new construction) $4.8 million (renovation)
Per square feet: $38.00
Per student: $16,819.85
Source of funding:
Local: The renovation and new construction costs were made possible through local funding.
State: None
Federal: None
Private: None
Tax credits: None
Cost estimates for new school construction: A new school in Boise, Idaho costs roughly $20 million.

Problems and/or Threats:

The school was initially plagued by building code deficiency and safety issues. In addition to not meeting educational program standards, the school had faulty wiring, overcrowded classrooms and an inadequate number of exits.

Close the school building: No
Raze existing building in order to build a new facility: The District considered razing the building due to high prospective renovation costs.

Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: No
State funding biases: No
Inadequate government funding: No
Acceptance of donated sites for new school construction: The District owns land in various areas of the community, which could have been used to build a new school.
Inflated school renovation cost estimates: The initial cost estimates to modernize the school were very high. The District controlled the modernization/renovation costs by entering into fixed-price contracts with the relevant architects and construction manager.
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
The School District had a policy in place that historic significance be considered in school closure decisions.

Renovation Success

Undertakings:
Classroom size and circulation: Classroom sizes were increased to enhance the teaching/learning environment. By constructing a new building that would serve as a center for science, math, media and computer labs, it was possible to reconfigure existing space in the old building to accommodate larger classrooms. The new structure also included a cafeteria, thus allowing for the conversion of the pre-existing cafeteria into a new Art Wing. A black box theater was also created in the basement.

State-of-the-art facility: The school has a state-of-the-art media center.
Computer technology: Data and telephone systems were upgraded.
Meets education programmatic needs: In order to meet educational programmatic needs, the older building was designated as a center for humanities classes including art, drama, language and history. The new building was built to accommodate computer, technology, math and science classes.
Building codes: Up to code
Life safety codes:
Asbestos: Up to code
Fire safety: In addition to upgrading electrical systems, fire alarms, sprinklers and smoke detectors, more exits were added to the school during renovation.
Air quality: Up to code
Handicapped accessibility: ADA accessibility improvements were made.
Parking: In order to resolve evident traffic and parking problems, the campus was reconfigured through the use of adjacent property owned by the District. Furthermore, the school partnered with the city bus system to allow students to ride for free as well as arranged with neighbors, churches and the YMCA to share parking spaces.
Playing fields: After the renovation, tennis courts adjacent to the building were redone.

Awards Granted

Achievements/ Recognition: The Frank Church Technology Building at Boise High School received a Citation Award from American School and University Magazine in November 1999- one of 40 projects across the nation to receive this award.

Future Endeavors

Maintenance plans: In order to accommodate an increased student population, the third floor of the school will be renovated.
Maintenance funding: Not available

Description of Outcome

Community Response:
Neighborhood stability: While residents of Boise were initially divided over the issue of preserving the school or constructing a new building, North End residents rallied for its renovation. The residents recognized the value and importance in preserving the integrity of their neighborhood. The school serves as an anchor in the community.
Safety: No change
Community reinvestment: No change
Economic growth: No change

Community Benefits

Students: Students are pleased to be in an air-conditioned building.
Increased academic achievement: Student performance has increased since the renovation/addition.
Independence: More students ride their bikes to school following the renovation, which included increased bike storage spaces.
Teachers: Teachers are proud and happy of their renovated school.
Parents: The parents were the biggest advocates for renovating the school. They are thrilled with the outcome.

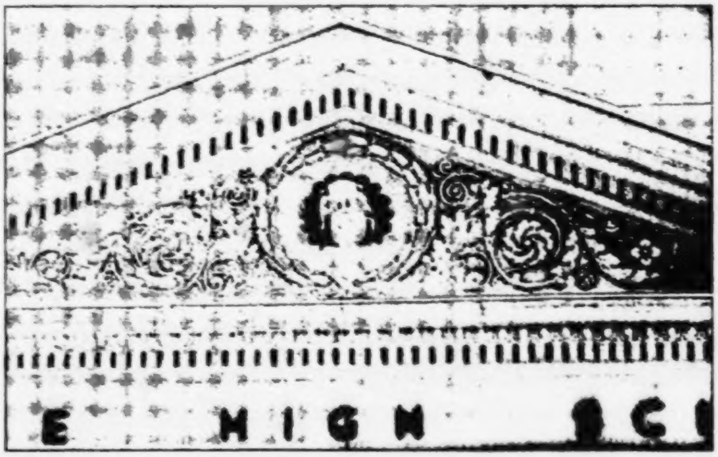
Quotes

"Now, we've got the best of everything. The old building was renovated into something beautiful, and we have a new facility for the kids that we're really proud of. And the kids are even doing better."

—*Ms. Liz Horn, A Teacher at Boise High School*

"There is no question, this fine School will enter the new millennium with a sense of greatness and optimism."

—*"Community Update," Boise School District, Fall 1999*



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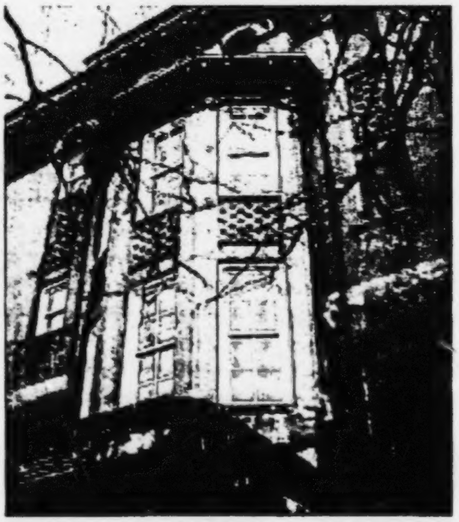
HISTORIC SCHOOLS
Success Stories

Evergreen Academy
Chicago, Illinois



The Evergreen Academy in Chicago, Illinois embodies rich architectural details, including sandstone banding, terracotta details and a copper cornice. Despite the 1895 school's severe deterioration and high levels of hazardous materials, the Chicago Public Schools opted to save the building due to its historical significance.
The Chicago Public Schools Capital Improvement Program assisted in funding the renovation project, which now serves as a model for school construction programs across the nation.

The goal of the renovation was to seamlessly knit the aesthetic of the past to the technological needs of the future. The design invisibly incorporates state-of-the-art computer network, security system and HVAC technologies within the walls. The project was undertaken in two phases: the first involved a complete gut rehab, expedited to allow the students to return to their classrooms as quickly as possible. Phase two consisted of restoring the exterior masonry envelope and landscaping the grounds. The project is pioneering in its comprehensive integration of past architectural detail with present technology.

The Evergreen Academy renovation has catalyzed a cycle of community reinvestment. Not only are residents fixing up their homes, but enrollment has also increased significantly at the school. A new ballpark is currently in the works a few miles away from the school. This will have a positive effect on the economy as well as promote additional community reinvestment.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

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Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885

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No website available

Public School Employee

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No website available

Description of Project

Project:
The Evergreen Academy (formerly known as the Nathaneal Greene School)
Address: 3537 South Paulina Street
Chicago, Illinois 60609
Status:
Local, state, national designation: None
Architect: Information not available
Date of construction: 1895
Date of renovation: 2000-2001 (Completed Summer of 2001)
Date of previous renovation: While there were no major renovations to the school prior to 2000, environmental issues effecting the school had been addressed.

Use

(Evergreen enrolls K-8 grade students)
Size: 50,000 square feet
Student/teacher ratio: 30:1 (450 students)
Alternative uses: The school's community room, gym and auditorium are used by the public.

Location:
Historic district: No
Walking distance:
Bussing vs. walking: Since Evergreen Academy is a neighborhood school, students are able to walk.

Cost

Total renovation cost: The school cost less than $10 million to renovate, which is significantly less than the estimated cost of constructing a new school in the area.
Per square feet: Less than $200.00
Per student: Less than $22,222.22
Source of funding:
Local: (81% funded) The Chicago Public School's Capital Improvement Program funded the school's renovation. The Programs $2.2 billion budget will improve the educational environment of numerous public schools throughout Chicago.
State: 18% was funded by the state.
Federal: 1% was funded by the federal government.
Private: None
Tax credits: None
Cost estimates for new school construction: Approximately $18 million.

Problems and/or Threats

Close the school building: High levels of on-site hazardous materials (including asbestos and lead) prompted the temporary (18 months) closure of the school.
Raze existing building in order to build a new facility: Due to the dilapidated condition of the building, Chicago's Public Schools considered demolition of Evergreen Academy. The School District did build another middle school to alleviate overcrowding, however this continues to be a critical problem in the region.
Policies promoting the construction of school sprawl in outlying areas:
In recent years, the Illinois legislative has been reluctant to support school renovation initiatives due to the perceived need for new schools. Despite the Evergreen Academy's ultimate renovation, the school was plagued with problems that weighted against its renovation. As a pre-1900's building, the school did not have kitchen facilities since students would go home to eat and the electrical and mechanical systems were significantly outdated. The renovation initiative had to also overcome a bias against wood buildings, which in reality are more economical because they can easily be modified.
Acreage standards: No
State funding biases: No
Inadequate government funding: Yes, the government only funded 1% of the renovation cost.
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
Due to its historical significance, the Chicago Public Schools selected to restore and save the school. The Chicago Public Schools Capital Improvement Program helped fund the renovation project.

Renovation Success

Undertakings
Classroom size and circulation: Rooms were actually reduced in order to accommodate more classrooms.
State-of-the-art facility: Yes
Computer technology: During the interior renovation, which entailed gutting all elements and systems, state-of-the-art technology was added to the school. The school has new science labs, computer labs and learning center.
Meets education programmatic needs: Yes
Building codes: The interior was completely gutted and brought up-to-code.
Life safety codes
Asbestos: Abatement of asbestos took place prior to the interior renovation.
Fire safety: A new sprinkler system was installed.
Air quality: The entire school has new air ducts.
Handicapped accessibility: In order to make the school ADA compliant, a new elevator was installed.
Parking: Adequate
Playing fields: In addition to renovating the interior of the school, improvements were made to the site. New trees, shrubs, sod and fencing were added.

Awards Granted

Achievements/ Recognition: Honored by the Landmark Society in 2000

Future Endeavors

Maintenance plans: None
Maintenance funding: Funding will be provided by a budget set up by the school.

Description of Outcome

Community Response:
Neighborhood stability: The school is viewed as the core of the neighborhood. The renovation has helped stabilize the neighborhood.
Safety: Since the school stood vacant for 18 months, a sense of security and safety returned when the school reopened.
Community reinvestment: The school's renovation has catalyzed a cycle of community reinvestment. Not only are residents fixing up their homes, but enrollment has also increased significantly at the school.
Economic growth: A new ballpark is currently in the works a few miles away from the school. This will have a positive effect on the economy as well as promote additional community reinvestment.

Community Benefits

Students: The students are reportedly very proud of their school. Since the renovation, there has been a decrease in vandalism on the premises.
Increased academic achievement: No change
Independence: No change
Teachers: The school administration is very proud of the school.
Parents: Alumni and parents alike are very pleased with the renovation.

Quotes

"With new science labs, computer labs and a new learning center, the Evergreen Academy provides the children of our community with a healthy and efficient learning facility. The beauty of the restored school and the well-kept grounds are admired and valued by our children and neighborhood community."

—Mr. James A. Balcer, Alderman, 11th Ward, City of Council, City of Chicago

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HISTORIC SCHOOLS
Success Stories

William H. Ray Elementary School
Chicago, Illinois

William H. Ray Elementary School, an 1890s Queen Anne style building, is decorated with rich ornamentation, full-height octagonal bays and a lively roofline. In the 1980's, the school was challenged by significant educational limitations and physical deterioration. Despite the school's condition, an aggressive initiative led by a group of dedicated parents persuaded the Board of Education to restore the Chicago, Illinois school. In order to address space limitation issues, a modernized annex was added to this National Landmark.

Ray Elementary School's educational program has benefited from the renovation and expansion project. The newly constructed state-of-the-art annex is equipped with computer and science labs, which enables a majority of Ray students to have access to the Internet as well as e-mail. Similarly, the preservation of the school's historic amenities, including a spacious gym with second story running track and full-scale auditorium, retains features that Chicago Public Schools does not provide in newly-built elementary schools.

Ray Elementary School serves the socio-economically, racially and culturally diverse Hyde Park Community on Chicago's South Side. The school has a diverse student body, with students speaking over 20 primary languages. The school is viewed as an anchor and leader in its surrounding community. Since the renovation, there has been a surge in community reinvestment surrounding Ray Elementary School. Today, the school is recognized as one of the top 25 public elementary schools in Chicago.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): **Mike** Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

Midwest Office (IL, IN, IA, MI, MN, MO, OH, WI): Royce Yeater, 312-939-5547

Southwest Office (AR, NM, OK, TX): Megan Brown, 817-332-4398

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Southern Field Office (DC, MD, VA, WV): Rob Nieweg, 202-588-6107

Northeast Field Office (DE, NJ, PA): Adrian Fine, 215-848-8033

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City Official

Mrs. Leslie Hairston
City of Chicago Fifth Ward
Alderman
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773.324.5555

Description of Project

Project

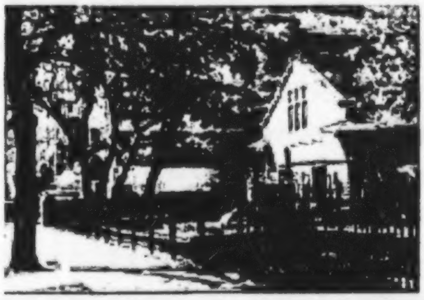
Address: 5631 South Kimbark Avenue, Chicago, Illinois 60637

Status:

Local, state, national designation: The original building of William Ray Elementary School is deemed a National Landmark.

Architect: John F. Flanders is credited with designing the school's original building. Date of construction: 1893-1894. While the school was originally utilized as a high school, it was later converted into an elementary school. This conversion took place following the construction of a new high school to accommodate a growing population in the Hyde Park community.

Date of renovation: Fox and Fox Architects renovated the schoolhouse in 1997. This included adding a compatible addition to house preschool and kindergarten classes, a library, kitchen, student dining facilities, meeting rooms and science and computer labs.



Date of previous renovation: Arthur F. Hussander added a freestanding assembly hall in 1915. In 1955, an additional building was constructed (see below).

Use

(The school is for pre-kindergarten through eighth grade students)

Size: 118,000 square feet

Student/teacher ratio: Approximately 30:1 (+800 students)

Alternative uses: The freestanding auditorium is used by students as well as the community. The Hyde Park Jewish Community Center uses the school for numerous programs. The school also serves as a backdrop for the annual 57th Street Art Fair and Children's Book Fair.

Location

Historic district: The school is located in the heart of the Hyde Park community, only two blocks from the University of Chicago campus. It is located at the corner of a busy retail street and Limbark Avenue, a residential street consisting of historic homes built during the turn of the century.

Walking distance:

Bussing vs. walking: Students are able to walk to school.

Cost

Total renovation cost: Approximately $4 million

Per square feet: $33.90

Per student: $5,000.00

Source of funding

Local: The Public Building Commission (PBC) of Chicago funded 100% of the project.

State: None

Federal: None

Private: Local organizations contributed funding towards the maintenance of the school's elaborate gardens.

Tax credits: None

Cost estimates for new school construction: The approximate cost for a new school in Chicago is $120.00 per square foot. The William H. Ray Elementary School offers historic features, including a gymnasium with a raised running track and a full-scale auditorium, amenities that are not included in the design of a new Chicago public school.

Problems and/or Threats

In the 1980's, Ray Elementary School was initially plagued by wear and tear issues as well as had significant limitations. As a pre-1900's building, the school lacked kitchen facilities forcing an improvised cafeteria to be setup in the building's basement. The school had to also overcome obsolete wiring systems as well as limited accessibility features for handicapped students.

Close the school building: No

Raze existing building in order to build a new facility: While numerous public historic neighborhood schools have been demolished in Illinois, the School District did not recommend razing the existing building.

Policies promoting the construction of school sprawl in outlying areas:

Acreage standards: No

State funding biases: Parents of Ray Elementary School students convinced the Board of Education to fully restore the school as opposed to a less expensive, quick fix project.

Inadequate government funding: No

Acceptance of donated sites for new school construction: While the Chicago Public School system purchased a vacant lot adjacent to Ray Elementary School in the 1960s, the site has remained a playground for school children.

Inflated school renovation cost estimates: No

Poor or bad renovation job: The American baby boom significantly increased the need for public schools in the 1950s. In order to accommodate this growing demand, a freestanding building was constructed on a portion of Ray Elementary School's playing field. In addition to a cracked and sinking foundation, the hastily constructed building was not well received by the community.

Resolution

Strategies or state/local polices utilized to achieve success story:
The Chicago Building Department was instrumental in achieving the success story.

Renovation Success

Undertakings: The community supported the1955 annex demolition.
Classroom size and circulation: No change
State-of-the-art facility: The newly constructed annex is state-of-the-art.
Computer technology: The new annex is equipped with computer and science labs. Students ages 3 to 8 have access to the Internet and e-mail. The Chicago Public School System and the University of Chicago Internet Project provide technical support for students.
Meets education programmatic needs: Yes
Building codes: Up-to-code
Life safety codes
Asbestos: Since abatement of asbestos took place prior to the renovation initiative, only minimal traces were removed during the actual renovation. As part of this effort, a complete led abatement was performed.
Fire safety: The school was equipped with a new fire alarm.
Air quality: Up-to-code
Handicapped accessibility: In order to accommodate several handicapped Ray Elementary School students, an elevator was constructed in the new annex, making the building 100 percent ADA compliant.
Parking: The school has adequate on site parking.
Playing fields: A playground was built using the space previously occupied by the 1955 annex.

Awards Granted

Achievements/Recognition: The renovation work was recognized by the Hyde Park Historical society, and granted the Paul Cornel Award.

Future Endeavors

Maintenance plans: Ray Elementary School will need a new roof in the near future.
Maintenance funding: In addition to other sources of funding, the PTA is actively raising money for new auditorium seats.

Description of Outcome

Community Response
Neighborhood stability: The school is viewed as being an anchor and leader in its surrounding community.
Safety: No change
Community reinvestment: There has been a surge in community reinvestment surrounding Ray Elementary School. The school's renovation most likely encouraged this positive response.
Economic growth: Real estate agents are utilizing the school's renovation as a sales pitch in brochures, subsequently increasing the student population at Ray Elementary School.

Community Benefits

Students: The school has an economically, racially and culturally diverse student body, with students speaking over 20 primary languages.
Increased academic achievement: Ray Elementary School is recognized as one of the top 25 public elementary schools in Chicago.
Independence: Information not available
Teachers: Pleased with the work.
Parents: Parents of Ray Elementary School students contribute to the school by volunteering hundreds of hours with the PTA and "Friends of Ray." The parents are actually credited with persuading the Board of Education to pursue the reinvestment project.

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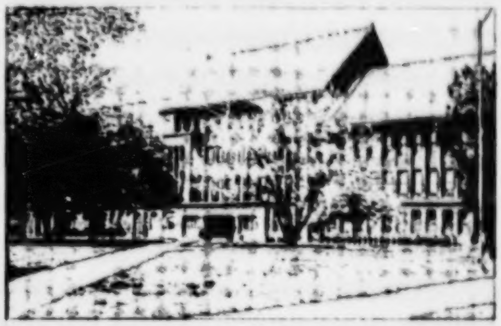
HISTORIC SCHOOLS
Success Stories

Carl Schurz High School
Chicago, Illinois

Carl Schurz High School in Chicago, Illinois is representative of Prairie style architecture, a style used almost exclusively for residential architecture. By the early 1990's, the school had significantly deteriorated. The school's wooden windows were weather-beaten and the clay rooftop was hidden under a layer of pollution. The School District's challenged financial disposition made it difficult to foresee adequate funding for restoring and rehabilitating the school. The ultimate renovation has instilled a renewed sense of pride in the neighborhood.



Carl Schurz High School, which was constructed between 1908 and 1923, was designed by Dwight H. Perkins, Chief Architect for the Chicago Board of Education between 1906 and 1909. In addition to other noted architects such as Frank Lloyd Wright, Mr. Perkins was a charter member of the Chicago Arts and Crafts Society. The school is representative of the Prairie School style as well as the English Arts and Crafts movement. The school is widely acknowledged as a major Prairie School/Chicago Style building, in which the Prairie school design vocabulary is translated into an institutional use. The renovation project has won several design awards, including one from the Chicago Chapter of the American Institute of Architects .

Carl Schurz High School has served as a focal point to its surrounding community. Prior to the reinvestment initiative, students and faculty displayed little pride in the dilapidated building. There is however a sense of pride sweeping the community since the renovation and rehabilitation. The City of Chicago's decision to reinvest in the school has not only enhanced neighborhood stability but also enabled a civic treasure to be restored.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Hitterholzer, 303-623-1504

Midwest Office (IL, IN, IA, MI, MN, MO, OH, WI): Royce Yeater, 312-939-5547

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Northeast Field Office (DE, NJ, PA): Adrian Fine, 215-848-8033

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Description of Project

Project Address:
3601 North Milwaukee Avenue
Chicago, Illinois 60641

Status:
Local, state, national designation: The school is a Chicago Landmark (1979) and listed on the National Register of Historic Places (1987).
Architect: Carl Schurz High School was designed by Dwight H. Perkins. The school was Mr. Perkins's masterpiece and is named for a Prussian immigrant who was a Union general in the Civil War.
Date of construction: The school was constructed in three phases between 1908 and 1923.
Date of renovation: The renovation started in 1990 and was completed in the fall of 1996.
Date of previous renovation: Architecturally compatible additions were added to Carl Schurz High School in 1915 and 1924.

Use:
Size: 440,000 square feet
Student/teacher ratio: 30:1 (3,500 students)
Alternative uses: The school is utilized for several alternative purposes, including police and fire academy classes.

Location

Historic district: While not deemed a historic district, Carl Schurz High School is located in a residential area with three story apartment buildings and single-family homes. The school is setback from the street to minimize noise as well as increase ventilation and light.
Walking distance:
Bussing vs. walking: Information not available

Cost

Total renovation cost: $11.2 million
Per square feet: $25.45
Per student: $3,200
Source of funding:
Local: The Public Building Commission of Chicago paid $3.5 million for a new tile roof.
State: Yes
Federal: Yes
Private: Information not available
Tax credits: Information not available
Cost estimates for new school construction: Information not available

Problems and/or Threats

Close the school building: Information not available
Raze existing building in order to build a new facility: No
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: Information not available
State funding biases: Information not available
Inadequate government funding: Information not available
Acceptance of donated sites for new school construction:
Inflated school renovation cost estimates:
Poor or bad renovation job: Information not available

Resolution

Strategies or state/local polices utilized to achieve success story:

The restoration undertaking included performing historic and technical research. Groups such as the National Park Service, the Illinois Historic Preservation Agency and the Chicago Commission on Historic and Architectural Landmarks contributed expertise such as consultation, material testing, field surveys and restoration task mock-ups.

Renovation Success

Undertakings: The renovation included roof replacement, masonry repair, window replacement as well as mechanical and electrical work.
Classroom size and circulation: Information not available
State-of-the-art facility: Information not available
Computer technology: Information not available
Meets education programmatic needs: Information not available
Building codes: Carl Schurz High School was brought 100 percent up to code.
Life safety codes:
Asbestos: Information not available
Fire safety: Information not available
Air quality: The school's mechanical system, including air and plumbing equipment, was updated.
Handicapped accessibility: Information not available
Parking: Information not available
Playing fields: The school's original design incorporated a large playground.

Awards Granted

The Richard H. Driehaus Foundation/ Landmarks Preservation Council of Illinois, Preservation Award for Outstanding Restoration/ Rehabilitation (1998)

The Merit Award from the Chicago Building Congress (1998)

Distinguished Building Award from the American Institute of Architects in Chicago (1997)

Special Mention Award from the Illinois Indiana Masonry Council (1996)

Future Endeavors

Maintenance plans: Information not available
Maintenance funding: The Chicago Public School Improvement Plan will absorb the cost of future maintenance projects.

Description of Outcome

Community Response:
Neighborhood stability: The City of Chicago's decision to reinvest in the school has enhanced neighborhood stability.
Safety: information not available
Community reinvestment: Information not available
Economic growth: Information not available

Community Benefits

Students:
Increased academic achievement: There has been a positive change in the attitudes of students at the school.
Independence: Information not available
Teachers: Information not available
Parents: Information not available

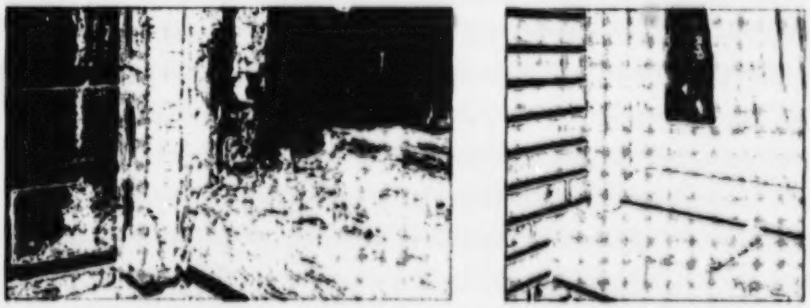
Quotes

"The historic rehabilitation project was not a matter of preservation for preservations' sake. The cost was far more reasonable than new construction; a strong argument for the restoration of historic buildings integral to the fabric of our established communities. As the motto of the masonry cleaning contractor simply states: it is a matter of 'giving a future to the past.'"

—Ross Barney & Jankowski, Inc.

"The usable life of the 86-year-old landmark has been extended by at least a half-century, saving big bucks for the city treasury and, in the bargain, restoring a civic treasure."

—Blair Kamen "A Beautifully Renovated Prairie Gem on the Northwest Side Shows off its School Colors." The Chicago Tribune. May 19, 1996



Window detail before & after restoration.

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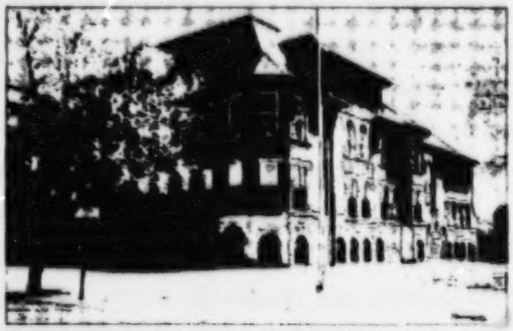
HISTORIC SCHOOLS
Success Stories

The Shakespeare School
Chicago, Illinois

The Shakespeare School is a Romanesque style Chicago public school building, which stood vacant since 1996. Following years of dilapidation and general disregard, the 1892 historic building was renovated to accommodate two small, innovative public schools. This comprehensive renovation has prompted a remarkable turnaround for the community of North Kenwood.



In the early 1980's, the North Kenwood community was challenged by an extensive state of decline, which halted new market rate housing construction. As a result, historic buildings were razed in order to make way for high-rise public housing projects. In the late 1980's, the public housing facilities began deteriorating, which further increased crime in the community. The significant decline in local population forced The Shakespeare School to close in 1996. The Shakespeare School was slated for demolition by the Board of Education in the late1990's, who also discussed building a new, up-to-code school in its place.

In the late 1990's, North Kenwood, along with a neighboring community, were deemed a Conservation Community area by the City of Chicago. This designation guaranteed protection for remaining historic buildings. Local educators and neighborhood citizens proposed that the vacant school reopen to house two small, public schools (the Ariel Community Academy and the North Kenwood Charter School). This mission was spearheaded by Fourth Ward Alderman Toni Preckwinkle, the University of Chicago, Ariel Capital Management and local real estate developers.

The newly renovated state-of-the-art schoolhouse now anchors the once impoverished community. During the extensive reinvestment period, colorful banners stating "The Neighborhood Rising" were placed throughout the neighborhood, instilling a renewed sense of pride in the community. The prominence of the school's renovation has triggered community reinvestment. Victorian style homes were renovated and a derelict liquor store was converted into an arts education center. Following the renovation, new homes valued at market rate were constructed adjacent to The Shakespeare School. The renovation initiative has also enhanced business activity.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Hitterholzer, 303-623-1504

Midwest Office (IL, IN, IA, MI, MN, MO, OH, WI): Royce Yeater, 312-939-5547

Southwest Office (AR, NM, OK, TX): Megan Brown, 817-332-4398

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Southern Field Office (DC, MD, VA, WV): Rob Nieweg 202 588 6107

Northeast Field Office (DE, NJ, PA): Adrian Fine 215 848 8033

Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa 617 523 0885

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Public Official

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Description of Project

Project
The Shakespeare School (The North Kenwood/ Oakland Charter School)
Address: 1119 East 46th Street
Chicago, Illinois 60653
Status:
Local, state, national designation: Information not available
Architect: The school was designed by Flanders and Zimmerman.
Date of construction: 1892
Date of renovation: Information not available
Date of previous renovation: An addition was added to the Shakespeare School in 1924 and 1953.

Use

(The school is for pre-kindergarten through third grade and fifth through seventh grade. The fourth through eight grade level will eventually be added).
Size: Information not available
Student/teacher ratio: 23:1 (North Kenwood has 234 students)
Alternative uses: The school serves as a community center, which offers social service programs.

Location

Historic district: The school is located in the historic district of North Kenwood, an affluent neighborhood.
Walking distance:
Bussing vs. walking: A majority of students at the Shakespeare School are able to walk rather than rely on parents or public transportation. Charter schools do not provide bus transportation for students.

Cost

Total renovation cost: $18 million
Per square feet: Information not available
Per student: Information not available
Source of funding
Local: Information not available
State: The Board of Education spent $18 million on the renovation project.
Federal: Information not available
Private: No
Tax credits: No
Cost estimates for new school construction: A new school in Chicago costs approximately $20 million.

Problems and/or Threats

Close the school building: The Shakespeare School was closed in 1996.
Raze existing building in order to build a new facility: The Shakespeare School was slated for demolition by the Board of Education in the late 1990s. The Board of Education discussed building a new, up-to-code school in its place.
Policies promoting the construction of school sprawl in outlying areas:

Acreage standards: Information not available
State funding biases: Information not available
Inadequate government funding: Information not available
Acceptance of donated sites for new school construction: Information not available
Inflated school renovation cost estimates: High prospective renovation costs were a concern for the School Board.
Poor or bad renovation job: Information not available

Resolution

Strategies or state/local polices utilized to achieve success story:
In the late 1980s, North Kenwood, along with a neighboring community, were deemed a Conservation Community area by the City of Chicago. This designation guaranteed protection for remaining historic buildings. Local educators and neighborhood citizens proposed that the vacant school reopen to house two small, public schools (the Ariel Community Academy and the North Kenwood Charter School). This mission was spearheaded by Fourth Ward Alderman Toni Preckwinkle, the University of Chicago, Ariel Capital Management and local real estate developers.

Renovation Success

Undertakings
Classroom size and circulation: Classrooms were reconfigured to serve the current needs of students and teachers.
State-of-the-art facility: Yes
Computer technology: To accommodate 21st century technology, the classrooms were equipped with fiber optic lines.
Meets education programmatic needs: Yes
Building codes: Up-to-code
Life safety codes
Asbestos: Asbestos was contained and removed.
Fire safety: Up-to-code
Air quality: Up-to-code
Handicapped accessibility: Two elevators and several ramps were added to The Shakespeare School.
Parking: Information not available
Playing fields: The students use a park located across the street from the school.

Awards Granted

Achievements/Recognition: Information not available

Future Endeavors

Maintenance plans: Information not available
Maintenance funding: Information not available

Description of Outcome

Community Response
Neighborhood stability: The newly renovated schoolhouse anchors the community.
Safety: Information not available
Community reinvestment: Following the renovation, nearby Victorian style homes were renovated and a derelict liquor store was converted into an arts education center.
Economic growth: New homes valued at market rate were constructed adjacent to The Shakespeare School. The renovation initiative has also enhanced business activity.
Community Benefits
Students:
Increased academic achievement: Information not available
Independence: Information not available
Teachers: Information not available
Parents: Information not available

Quotes

"This investment in the future of North Kenwood as a family oriented community with an architectural heritage worth preserving sent out powerful signals. New homes were built on vacant land facing the school."

—Kirby Callam, Director of Instructors, North Kenwood/ Oakland Charter School

"North Kenwood/Oakland's creation and the renovation of Shakespeare have helped to spur a remarkable turnaround in the community just north of Hyde Park, as evident by newly renovated older housing stock, construction of new middle-income housing, and a rejuvenation of business activity in the neighborhood."

—University of Chicago Social Science News

NATIONAL TRUST
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HISTORIC SCHOOLS

Success Stories

East Boston High School

East Boston, Massachusetts

East Boston High School is a first rate educational institute for students and serves as an anchor for the surrounding community. Due to deteriorating conditions, the school was renovated. This successful and widely supported rehabilitation project, which has instilled a renewed sense of pride to the community, serves as a renovation model for other school districts in Massachusetts as well as across the country.

The rehabilitation of this National Register school provides an impressive example of how a 19th century urban school can successfully be expanded and brought up to 21st century educational standards. Operating within a regulatory scheme that favors new construction, the Boston School Department and Boston Neighborhood Department were successful in overcoming state and local resistance to upgrade this local landmark and create an 18,000 square foot addition that respects and enhances the original facility.

East Boston, an ethically diverse neighborhood of the City of Boston, Massachusetts, has been fiercely proud of its high school since its construction in 1926. When building code and programmatic needs changed, the community was determined to find a way to keep its local landmark. Thanks to the perseverance of local school officials and the support of parents and neighborhoods, this 1200-student facility will continue to provide quality education for East Boston children. Updated, modernized facilities has made teaching at East Boston High School easier for faculty members. The modern ell handsomely and respectfully complements the familiar façade and keeps the facility where it should be – in the neighborhood that treasures it.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

Midwest Office (IL, IN, IA, MI, MN, MO, OH, WI): Royce Yeater, 312-939-5547

Southwest Office (AR, NM, OK, TX): Megan Brown, 817-332-4398

Southern Office (AL, FL, GA, KY, LA, MS, NC, PR, SC, TN, VI): Mary Ruffin Hanbury 843-722-8552

Southern Field Office (DC, MD, VA, WV): Rob Nieweg, 202-588-6107

Northeast Field Office (DE, NJ, PA): Adrian Fine, 215-848-8033

Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885

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Contact Information & Project Details

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Community Leader, Neighbor or PTA Member

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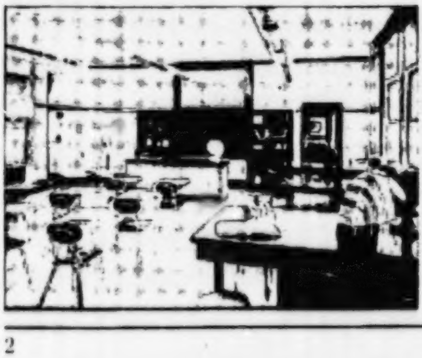
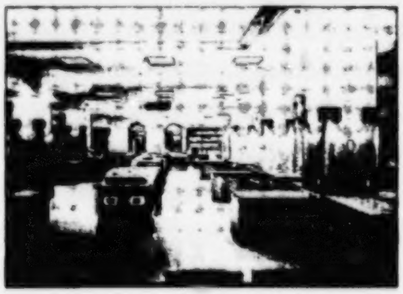
Description of Project

Project Address: 88 White Street
East Boston, Massachusetts 02128
Status:
Local, state, national designation: The school is listed on the National Register.
Architect: M. Gray Company
Date of construction: 1926
Date of renovation: Cole and Gayette Architects and Planners, Inc. completed the renovation in August 2000. This included a compatible addition to house a new gymnasium and kitchen.





Date of previous renovation: Not applicable

Use

Size: 208,000 square feet (total building area) 18,000 square feet (addition size)
Student/teacher ratio: 16:1 (1200 students)
Alternative uses: While there are no community services at the school, the public can use the building for programs that are approved by obtaining a permit.

Location

Historic district: The school is listed on the National Register as part of the Eagle Hill District.
Walking distance
Bussing vs. walking: Since students come from all over, many students ride the bus while others are able to walk to the school.

Cost

Total renovation cost: $19.6 million
Per square feet: $94.27 (Average cost in 1997. There has been an increase of 23% in cost per square foot in the region since 1997).
Per student: $16,333.33
Source of funding
Local: 10% funding
State: 90% funding
Federal: None
Private: None
Tax credits: None
Cost estimates for new school construction: The architecture firm of Cole & Goyette estimate that the cost of a new school in the Boston area exceeds $50 million.

Problems and/or Threats

Close the school building: No
Raze existing building in order to build a new facility: No
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: Prior to one year ago, the Commonwealth of Massachusetts encouraged large sites for schools.
State funding biases: Yes, see below.
Inadequate government funding: No
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
For many years the Massachusetts School Building Assistance Program has had a systematic bias toward new construction over restoration and rehabilitation of existing facilities. State officials and many architects have promoted new construction at the same time that they have perpetuated myths that rehabilitation is more costly, ineffective in providing state-of-the-art facilities, ineligible for certain reimbursement formulas and impossible given "mandated" standards for school facilities. In each case visionary officials disapproved these myths to enable this important project. East Boston High School now stands as a paradigm of quality rehabilitation within a difficult regulatory framework and a model for other communities seeking ways to preserve their neighborhood school.

Renovation Success

Undertakings:
Classroom size and circulation: Classrooms were sufficient in size to accommodate student classes, and in some cases, were divided into two rooms due to the excess available space.
State-of-the-art facility: The renovation project accommodated a new engineering system, science lab and library media center.
Computer technology: The project included technology network upgrade to enable computer access. All classrooms have at least five computers with Internet access.
Meets education programmatic needs: Yes
Building codes: The building is up to code and underwent seismic upgrades.
Life safety codes
Asbestos: Abated prior to renovation project.
Fire safety: Representative of state-of-the-art fireproof construction.
Air quality: Up to code

Handicapped accessibility: The school's accessibility was upgraded.
Parking: Sufficient parking exists.
Playing fields: There are no playing fields. Students use those near the school.

Awards Granted

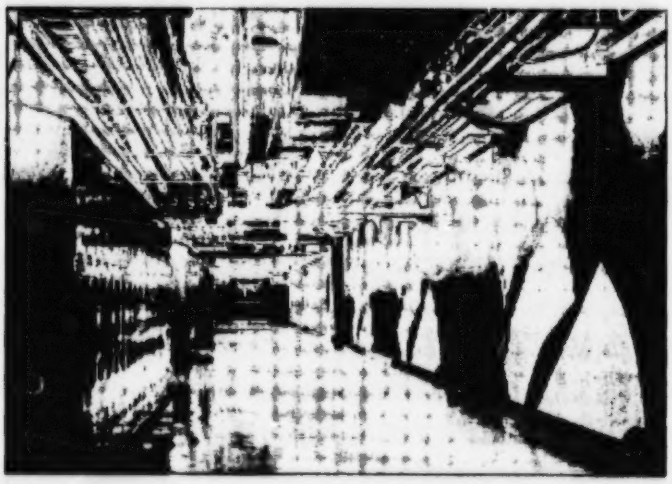
Achievements/recognition: The school's quality restoration has earned preservation honor awards from both the Massachusetts Historical Commission and the Boston Preservation Alliance. The school's library was also awarded a Bronze Citation for Interior Design Excellence.

Future Endeavors

Maintenance plans: Information not available.
Maintenance funding: Information not available.

Description of Outcome

Community Response
Neighborhood stability: The school's renovation has brought pride as well as helped anchor the surrounding community.
Safety: No change
Community reinvestment: No change
Economic growth: No change



Community Benefits

Students:
Increased academic achievement: One of the school's renovation goals was to improve student achievement in order to meet learning standard criteria. The school provides small learning communities each with its own theme and career focus.
Independence: No change
Teachers: Updated, modernized facilities has made teaching at East Boston High School easier for faculty members.
Parents: Parents are proud of the renovation work.

NATIONAL TRUST
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HISTORIC SCHOOLS
Success Stories

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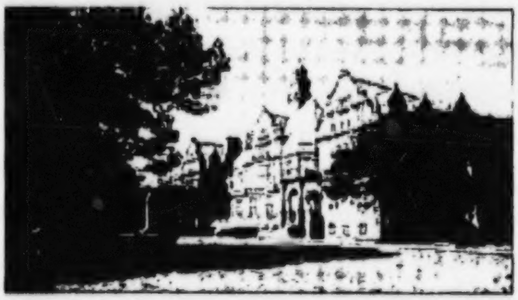
Protecting the Irreplaceable

Fairhaven High School
Fairhaven, Massachusetts

Fairhaven High School, also known as "The Castle on the Hill," is highly regarded by its community. In the 1990s, this Tudor-Gothic style building had significantly deteriorated and risked loss of its accreditation status. This resulted in an expansion and renovation, which was undertaken in collaboration with the project architects, school building committee, local community groups, Historic District Commission and a preservation architect. While the school was upgraded to meet current educational standards, careful attention was given to preserving the historical details, such as hand-painted murals, Italian marble floors, hand carved ceilings and stained glass windows.

The 1906 Fairhaven Massachusetts school had significantly dilapidated and was challenged by obsolete building systems, code violations and insufficient program space. As a result, in 1994 an accreditation team from the New England Association of Schools and Colleges placed Fairhaven High School on probation. While there were some talks about closing the building, the school remained open and was subsequently restored and modernized. The renovation incorporated a cutting-edge telecommunications/electronics infrastructure. The school now offers an expanded science and technology curriculums, which includes courses in robotics and satellite communications.



Fairhaven High School is a success story since it was renovated and expanded despite a regulatory environment that has favored the construction of new facilities over reuse of the old. The renovation provides an example of how 19th century buildings can effectively be brought up to 21st century facilities and at reasonable costs. As a result, the renovation has significantly enhanced the neighborhood.

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Contact Information & Project Details

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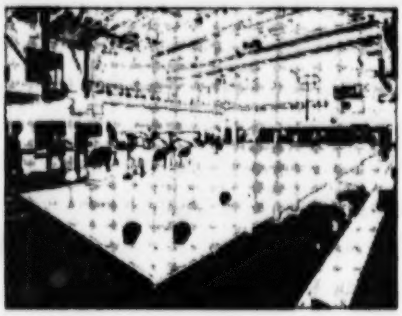
Description of Project

Project:
The Fairhaven High School
Address: 12 Huttleston Avenue
Fairhaven, Massachusetts 02719
Status:
Local, state, national designation: National Register and local landmark.
Architect: The school was designed by Boston architect Charles Bright and donated by Fairhaven native Henry Huttleston Rogers, a millionaire and Wall Street financier. In addition to building Fairhaven High School, Mr. Rogers built and donated the town hall, library, an elementary school as well as a church.



Date of construction: 1906
Date of renovation: The renovation began in December 1996 and the new addition was completed and occupied by April of 1998. The cumulative renovation work at the school was completed in August 1999, which included demolition of a 1930's annex and construction of a three-story educational wing as well as a two-story community wing. This design incorporates, among other things, new classrooms, a cafeteria, kitchen, gymnasium, a 350-seat auditorium with full stage and a music room.
Date of previous renovation: An addition was added to the school in 1926.

Use

(Fairhaven High School educates students at the 9th through 12th grade level)
Size: 63,000 square feet (original building) 85,000 square feet (new construction)
Student/teacher ratio: 16:1 (670 students)
Alternative uses: The building is a community based school. It is open to the community for meetings and adult evening school classes.

Location

Historic district: No
Walking distance:
Bussing vs. walking: Most students can walk to school.

Cost

Total renovation cost: Approximately $20 million
Per square feet: $135.13
Per student: $29,850.74
Source of funding
Local: 30 to 40 percent of the cost was paid at the local level.
State: 60 to 70 percent of the cost was paid at the state level. The Commonwealth of Massachusetts offers a School Building Assistance Act.
Federal: None
Private: None
Tax credits: None
Cost estimates for new school construction: While it depends on the value of the land, most new school cost between $40 and $50 million.

Problems and/or Threats

Close the school building: By the 1990s, the school was significantly dilapidated and challenged by obsolete building systems, code violations and insufficient program space. As a result, in 1994 an accreditation team from the New England Association of Schools and Colleges placed Fairhaven High School on probation. While there were some talks about closing the building, the school remained open.
Raze existing building in order to build a new facility: No
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: Yes
State funding biases: Yes
Inadequate government funding: Yes
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates: No
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
While the architecture firm designs new school buildings, they convinced the Committee not to abandon the building. Since the Committee liked the richness of the building, it was preserved.

Renovation Success

Undertakings
Classroom size and circulation: Interior spaces were reconfigured to accommodate interchangeable classrooms as well as faculty space.

State-of-the-art facility: The renovation incorporated a cutting-edge telecommunications/electronics infrastructure. The school now offers an expanded science and technology curriculums, which includes courses in robotics and satellite communications.
Computer technology: The gymnasium was converted into a 6,000 square foot media center and library. The addition also has science labs, technology rooms and computer labs.
Meets education programmatic needs: Yes
Building codes: Up-to-code
Life safety codes
Asbestos: While the asbestos was removed, it was an unanticipated cost that pushed back the completion date.
Fire safety: Up-to-code
Air quality: Up-to-code
Handicapped accessibility: The architects designed a third entrance to the building. Since the entrance has a ramp, the school building is handicapped accessible.
Parking: Adequate
Playing fields: There is a play field located a block away that students can use.

Awards Granted

Achievments/Recognition: The architecture firm recently submitted photographs to various publications. It is unknown at this time if the school has received any awards.

Future Endeavors

Maintenance plans: The school committee has proposed the hiring of two additional maintenance staff.
Maintenance funding: Funding will be made available through the Henry Huttleston Rogers trust fund.

Description of Outcome

Community Response
Neighborhood stability: The entire community, including students, alumni, residents and staff members have pride in the traditions of the school. The renovation has significantly enhanced the neighborhood.
Safety: The safety level in the neighborhood has remained the same since the renovation.
Community reinvestment: The terrain surrounding the school is very flat, and as a result, it can be seen from far away. The prominence of the school's renovation has significantly enhanced community standing.
Economic growth: The area surrounding the school expected to experience a positive shift in the economy.

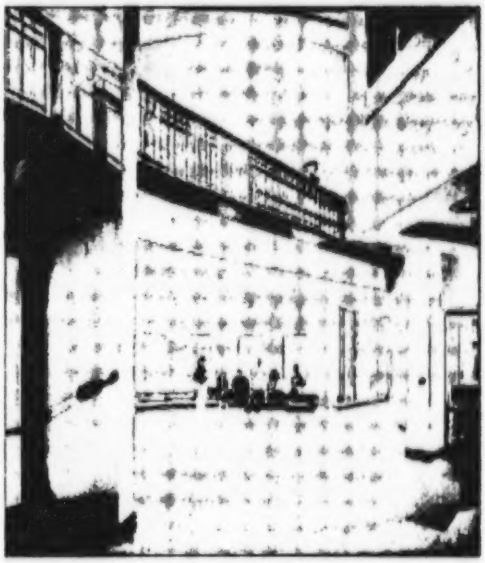
Community Benefits

Students:
Increased academic achievement: The enhanced climate may be linked to a 60% decline in the number of students being sent to the principal's office.
Independence: Information not available
Teachers: Very pleased with the work.
Parents: The community had rallied for the schools preservation prior to the renovation. Parents and neighbors stated that they did not want their castle to change.

Quotes

"The students of Fairhaven will now have an opportunity to experience both the richness of the history of their school and simultaneously have the opportunity to avail themselves of the most-up-to-date resource. Truly the best of both worlds."

—Mr. Bernard F. Riderick, Superintendent (retired), Fairhaven Public Schools



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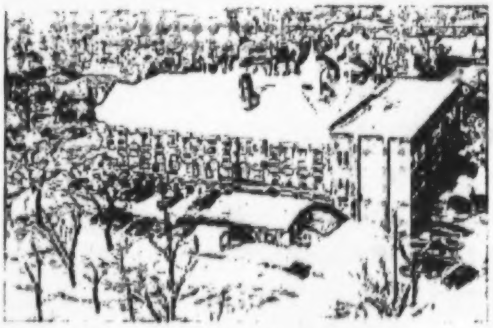
HISTORIC SCHOOLS
Success Stories

Sidney Pratt School and Community Education Center
Minneapolis, Minnesota

The Sidney Pratt School and Community Education Center is a prominent building in the Prospect Park community of Minneapolis, Minnesota. The school however stood vacant since the early 1980's, and was slated for demolition. A group of local activists recognized the school's importance and persuaded the School Board to undertake reinvestment initiatives. As a result, the Sidney Pratt School and Community Education Center once again plays an integral part in the community.



The Sidney Pratt School was built in 1898, with additions made in 1906 and again in 1926. The school was closed in 1982 as part of a system-wide restructuring of Minneapolis' schools. At this closing, Pratt was the oldest building in the system and was a candidate for demolition and site divestiture. A group of local activists formed the nonprofit Pratt Council, which ultimately partnered with the City of Minneapolis Neighborhood Revitalization Program to pursue rehab of the school. Eighteen years after the school closed, and following the addition of an elevator, roof and window replacement, a cleaned building envelope and newly paved parking lot, the surrounding neighborhood of Prospect Park regained its public school.

Today, Sidney Pratt School and Community Education Center serves a socio-economically diverse neighborhood, which includes public housing as well as faculty and staff members of the University of Minnesota. The City of Minneapolis has undertaken a mission to retain city residency and promote urban living via the preservation and modernization of historic neighborhood schools. The renovation of the Sidney Pratt School and Community Education Center has prompted a significant increase in Prospect Park real estate and provides the neighborhood with a state-of-the-art educational facility.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

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Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885.

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Contact Information & Project Details

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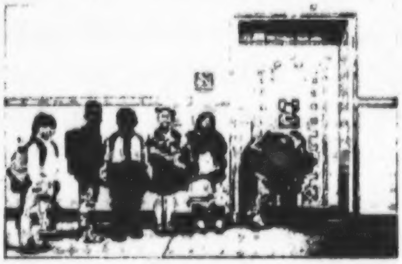
No website available

Description of Project

Project
Address: 66 Malcolm Avenue, S.E., Minneapolis, Minnesota 55414
Status:
Local, state, national designation: While the school does not have historic designation status, an adjacent water tower was deemed a historic landmark.
Architect: The school's architect, Mr. Lambureaux, was the French son-in-law of the Town's Mayor/Superintendent at the time of the building's construction.
Date of construction: The school's construction in 1898 was prompted by neighborhood residents, who were concerned for the safety of children travelling nearly a mile to the closest school (Motley School).
Date of renovation: The school reopened in the Fall of 2000.
Date of previous renovation: Six additional classrooms were added in 1906. In 1926, a three-story structure was added to the north side of Sidney Pratt School and Community Education Center

Use

(The school is exclusively for kindergarten, first and second grade students. A third grade level will be added soon.)



Size: Approximately 40,000-50,000 square feet (57 students)
Student/teacher ratio: 10:1
Alternative uses: The school provides Adult Basic Education classes, including English as a Second Language. The school also serves as a venue for community activities, including a youth center, senior programs, block nurse programs, early childhood family education, Americorps and community council meetings.

Location

Historic district: The Sidney Pratt School and Community Education Center is located in Prospect Park, one of the oldest residential communities in Minneapolis. This middle class neighborhood is located at the geographic center of the Twin Cities metropolitan area. The Prospect Park East River Road Improvement Association is in the process of seeking historic neighborhood designation status.
Walking distance:
Bussing vs. walking: While most students walk to school, inclement weather is an impediment. The number of students that walk rather than rely on bus transportation is growing significantly.

Cost

Total renovation cost: Approximately $1.2 million.
Per square feet: Approximately $26.66
Per student: Approximately $21,052.00
Source of funding
Local: The City of Minneapolis funded a Neighborhood Revitalization Program (NRP), which paid for a portion of the rehabilitation work. This unique funding program provides greater financial assistance to less stable neighborhoods. In this case, the Sidney Pratt School and Community Education Center will receive $3.5 million over a five-year period.
State: A portion of state taxes help fund the NRP.
Federal: No
Private: Private fundraising from businesses and private citizens also helped pay for the rehabilitation effort.
Tax credits: No
Cost estimates for new school construction: Information not available.

Problems and/or Threats

Close the school building: Following a broad restructuring of the City's school buildings, The Sidney Pratt School was closed in 1982. At this time, the community center remained open to the public, however since it was the oldest building in the school system, it became a candidate for demolition.
Raze existing building in order to build a new facility: See above.
Policies promoting the construction of school sprawl in outlying areas: The School District utilizes population growth patterns in determining the location of new public school buildings. Budget and enrollment issues are instrumental in closing historic neighborhood schools.
Acreage standards: No
State funding biases: No
Inadequate government funding: No
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates:
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
Pratt Council, a nonprofit corporation comprised of local activists, were instrumental in generating community support, which ultimately persuaded the School District to preserve the old school building, a process that took five years.

Renovation Success

Undertakings The rehabilitation initiative included refurbishing the building's exterior, replacing the roof and windows and building a new performance amphitheater. Historic features, such as an Art Deco style tiled drinking fountain, were preserved.
Classroom size and circulation: In order to accommodate a new elevator, several classrooms were reconfigured.
State-of-the-art facility: The school has wiring for state-of-the-art computer systems.

Computer technology: Each classroom has a computer with Internet and e-mail access. The computer lab has between 25 and 30 computers.
Meets education programmatic needs: Yes
Building codes: Up-to-code
Life safety codes
Asbestos: In 1995, all existing asbestos was removed from the building.
Fire safety: A new sprinkler system was added in the building's attic.
Air quality: Up-to-code
Handicapped accessibility: A new elevator was installed to the building.
Parking: The school has a newly paved parking lot. Portions of existing asphalt were removed in order to build a garden.
Playing fields: An existing parking lot was transformed into a park and playground. The "Village Green Park" is located adjacent to the school.

Awards Granted

Achievements/Recognition: The school received a Neighborhood Revitalization Program Award from the Heritage Preservation Commission and the Minneapolis Chapter of American Institute of Architects.

Future Endeavors

Maintenance plans: The school will eventually add a fourth and fifth grade level.
Maintenance funding: Information not available

Description of Outcome

Community Response
Neighborhood stability: The diverse community surrounding the school described the project as a "labor of love."
Safety: Not an issue.
Community reinvestment: The City has undertaken a mission to retain city residency and promote urban living via the preservation and modernization of historic neighborhood schools. The renovation of the Sidney Pratt School and Community Education Center has prompted a significant increase in Prospect Park real estate.
Economic growth: No

Community Benefits

Students: Following the renovation initiative, the school's atmosphere has enhanced.
Increased academic achievement: No information available.
Independence: No
Teachers: The faculty members have responded in a very positive way.
Parents: Parents of Sidney Pratt School students are very supportive of the school and volunteer with lunch and recess activities.

Quotes

> "Residents of the neighborhood . . . worked hard and turned it into a community education and activity center that served as a focal point for this increasingly diverse and isolated neighborhood."
>
> *—Robert D. Miller, Director of the Minneapolis Neighborhood Revitalization program*

Before and after: reconfigured entrance for ADA accessibility

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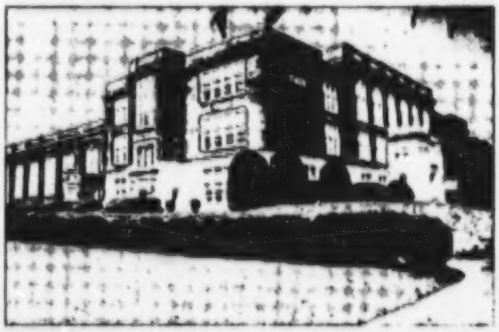
Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885

Protecting the Irreplaceable

Edward Lee McClain High School

Greenfield, Ohio

The renovation of the Edward Lee McClain High School has created a new sense of pride in the town of Greenfield, Ohio. The school was a 1914 gift to the community by Mr. Edward Lee McClain, a local inventor and entrepreneur. This unique school houses a vast art collection, including paintings, murals, statues, Tiffany lamps as well as a Skinner pipe organ and rooftop gardens. Due to significant renovation costs, the school was slated for demolition. This led to a preservation movement by the community, architects and School Board, which resulted in the Ohio School Facilities Commission (OSFC) overriding the two-thirds rule.



When the OSFC decided to demolish and replace this Georgian Revival style school, the local citizens worked hard to convince the Commission to reverse its decision. In a landmark case, this was one of the first two cases in which the OSFC decided to waive its two-thirds rule, which essentially forces a school district to build new if the cost of renovation exceeds two-thirds of the cost of building a new school. Even now, the OSFC grants these waivers only begrudgingly.

Equipping the students with 21st century technology was viewed as a priority during renovation undertakings. Technical high capacity wiring was added to each classroom. The school's renovation has received numerous achievement awards, including the National Trust for Historic Preservation "Historic Neighborhood School" honor award. The preservation of McClain High School has had a significant impact on the neighborhood. The school once again serves as the hub of the community and as people travel from all over the United States to see the artwork collection that is housed in the renovated school, the community's tourist market has increased.

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Contact Information & Project Details

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School Administrators

Mr. Phillip Cornett
Greenfield Exempted Village Schools
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Greenfield, Ohio 45123
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Edward Lee McClain High School
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Edward Lee McClain High School
Assistant Principal
200 North 5th Street
Greenfield, Ohio 45123
937.981.7731
937.981.4792 (fax)
tely@greenfield.k12.oh.us
No website available

Description of Project

Project
Address: 200 North 5th Street
Greenfield, Ohio 45123
Status
Local, state, national designation: The state recently granted a Historical Marker to the school.
Architect: W.B. Ittner from St. Louis (Mr. Edward Lee McClain, an inventor and entrepreneur, absorbed 100 percent of the construction cost).
Date of construction: 1915
Date of renovation: TRIAD Architects completed the renovation in the spring of 2001. This renovation included adding a second story to the elementary school building.
Date of previous renovation: In 1957, the original elementary school was changed to a middle school. During this same year, a one-story elementary school was added.

Use

(McClain serves as a high school, middle school and elementary school)
Size: 203,771 square feet (total existing building size) 45,887 square feet (total addition size)
Student/teacher ratio: 20:1
Alternative uses: McClain High School contains a community-learning center for Greenfield citizens. For more than ninety years, the school has served as a venue for public meetings, civic affairs, workshops, music and art classes and recreation and sporting activities.

Location

Historic district: No
Walking distance: The school is located in the center of the community.
Bussing vs. walking: Due to its central location, students, parents and teachers can easily walk to the school.

Cost

Total renovation cost: $17,828,457.00
Per square foot: $66.00
Per student: $11,163.72
Source of funding
Local: 18% funding
State: 82% funding
Federal: None
Private: None
Tax credits: None
Cost estimates for new school construction: $125 per square foot

Problems and/or Threats

Close the school building: No
Raze existing building in order to build a new facility: The State of Ohio's aggressive initiative to improve school facilities advocates the construction of new schools. Community members feared that McClain High School would be demolished.
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: No
State funding biases: The total cost to renovate the school was more than two-thirds the cost to build a new school. The community feared that state funding would be forfeited to maintain or renovate the school.
Inadequate government funding: While funding did not cover the total renovation costs, stakeholders managed to work within a budget.
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates: No
Poor or bad renovation job: The community was disappointed by the 1957 renovation. Community members viewed the new addition as a detraction from the grand campus. Throughout the years, further renovations to the building has been similarly unwelcome. In addition to covering marble tiles with new walls, air conditioning ductwork had been exposed on the exterior of each building.

Resolution

Strategies or state/local polices utilized to achieve success story:
The Ohio School Facilities Commission overrode the two-thirds rule, which enabled the school to be renovated.

Renovation Success

Undertakings
Classroom size and circulation: The average classroom size was satisfactory prior to renovation undertakings.
State-of-the-art facility: Yes
Computer technology: Equipping the students with 21st century technology was viewed as a priority during renovation undertakings. Technical high capacity wiring as well as additional plugs were added to classrooms.
Meets education programmatic needs: Yes
Building codes: Since there were no structural alterations or changes to the use of the building, there was no need to meet new building codes.
Life safety codes
Asbestos: State funding paid for the removal of asbestos.

Fire safety: The building has abundant nonflammable materials.
Air quality: None
Handicapped accessibility: Numerous elevators were added to the school.
Parking: In regards to parking, the school was neither up to code before or after the renovation.
Playing fields: The football field was not encroached upon during the renovation.

Awards Granted

Achievements/Recognition: The school's renovation has received several achievement awards, including the National Trust for Historic Preservation "Historic Neighborhood School" honor award.

Future Endeavors

Maintenance plans: The school's mission is to be as cost effective as possible for future endeavors.
Maintenance funding: Tax money will be used to maintain the school for the next 23 years.

Description of Outcome

Community Response

Neighborhood stability: The school has always served as the hub of the community. It would have been an embarrassment to the community if the school had continued to deteriorate and not renovated.
Safety: Yes
Community reinvestment: Since the school was never closed, community reinvestment has neither increased nor decreased since the renovation.
Economic growth: The community's tourist market has increased from the increase in visitors to the renovated school.

Community Benefits

Students:
Increased academic achievement: There is belief that increased academic achievement at McClain since the renovation is due to improvement of physical facilities.
Independence: No
Teachers: Teachers feel that they are able to be more efficient following the renovation.
Parents: Parents are thrilled and have expressed pride in the school's renovation.

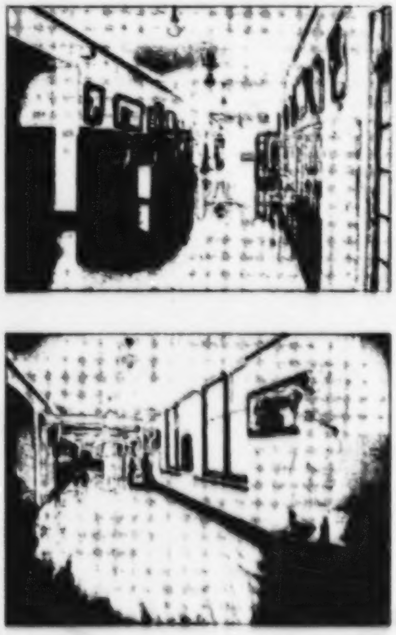
Quotes

"It's an excellent compromise of what it was and what it will be in the future."

—Phillip Cornett, Greenfield Superintendent

"Greenfield's efforts have caused Ohio to re-think its demolish and new construction blueprint for school 'improvement.' Ohio is now embracing the restoration and renovation of older historic school buildings."

—David King, Member of the National Trust for Historic Preservation.



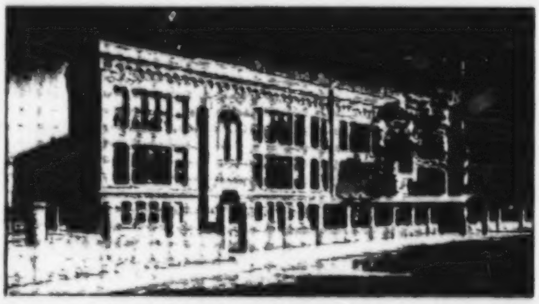
McClain hallways before and after renovation.

NATIONAL TRUST
for HISTORIC PRESERVATION

HISTORIC SCHOOLS
Success Stories

Logan Elementary School
Columbia, South Carolina

Logan Elementary School, the first public school in Columbia, South Carolina, has long served as an anchor in its community. By the 1980's, the effects of sprawl development, along with general disregard for the school, had taken a toll on the Italian Renaissance style school building. In order to preserve the deteriorating school, neighborhood citizens urged the School District to allocate the necessary funds to support a restoration project.



Following a trend of urban flight from the downtown areas of Columbia, the Logan Elementary School fell into despair. This migration cycle, which was in large part caused by the lure of new and affordable large homes in outlying areas, impacted the entire community. A preservation movement, spearheaded by the Elmwood Park Neighborhood Association, set out to save the 1913 building. The Richland County School District subsequently supported the restoration project, which has dramatically increased neighborhood property values and promoted a cycle of reinvestment in the neighboring community.

The school was brought up to current educational standards while carefully preserving the building's historical integrity. The state-of-the-art school building has a media center, computer lab and a television in every classroom. Since the restoration work, there has been a fairly significant improvement in student test scores. In addition, with over seventy-five percent of its students walking to school, Logan Elementary proves the notion that communities still support school buildings that are within walking distance of the community they serve.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

Midwest Office (IL, IN, IA, MI, MN, MO, OH, WI): Royce Yeater, 312-939-5547

Southwest Office (AR, NM, OK, TX): Megan Brown, 817-332-4398

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Southern Field Office (DC, MD, VA, WV): Rob Nieweg 202-588-6107

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Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa 617-523-0885

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Contact Information & Project Details

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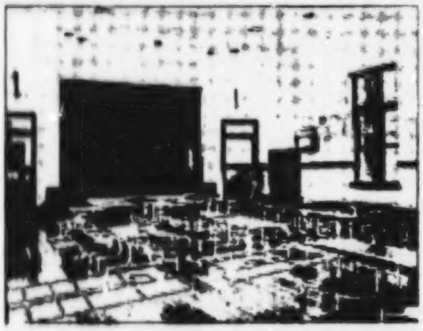
www.richlandone.org

Description of Project

Project
Address: 815 Elmwood Avenue
Columbia, South Carolina 29201
Status
Local, state, national designation: The school is on the National Register of Historic Places and is also a City of Columbia Local Landmark.
Architect: The school was designed by a few individuals, including John Carl Johnson.
Date of construction: 1913
Date of renovation: The school was reopened in December of 1999.
Date of previous renovation: Several additions were made to the school between the 1910's and 1940's. In 1952, the auditorium was converted into a cafeteria.

Use

Size: 174,240 square feet
Student/teacher ratio: Gr. 1, 15:1; Gr. 2-5, 22:1 (206 students)



Alternative uses: The school is used to hold meetings, including PTA related events.

Location

Historic district: The school is located in the designated historic district of Elmwood Park.
Walking distance:
Bussing vs. walking: With over seventy-five percent of its students walking to school, Logan Elementary proves the notion that communities still support school buildings that are within walking distance of the community they serve.

Cost

Total renovation cost: $7.9 million
Per square feet: $45.33
Per student: $38,349.50
Source of funding
Local: None
State: The state-supported $184 million bond, issued in 1996, serves as the funding source for the restoration project. The bond was passed by Richland County School District One voters.
Federal: None
Private: None
Tax credits: None
Cost estimates for new school construction: The estimated cost of a new elementary school ranges between $12 and $16 million, while a new high school would likely cost between $40 and $60 million.

Problems and/or Threats

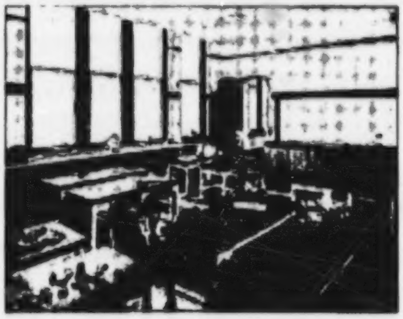
Close the school building: The school served as an adult learning center between 1980 and 1997. In 1997, the building was closed and not reopened until the completion of the renovation.
Raze existing building in order to build a new facility: Although the structure had significantly deteriorated and was an eyesore to the community, demolition of the building was not seriously considered. The school's central location and prominence played a critical role in its preservation.
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: South Carolina State regulations mandate that an elementary school sit on a 7 acre parcel. The Logan School is situated on 4 acres and there is no adjacent land for expansion. The School District appealed to the Department of Education for a variance, which authorized the school to occupy a 4 acre plot.
State funding biases: No
Inadequate government funding: No
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates:
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
As discussed above, a successful appeal of the State regulations requiring location of elementary schools on 7 acre plots enabled the preservation of the Logan Elementary School. The lack of available room for expansion, as well as a favorable feasibility report to the School Board regarding the future of the school, supported the appeal to the State Department of Education.

Renovation Success

Undertakings
Classroom size and circulation: While the administrative offices were gutted and altered, classroom sizes were not changed. In order to override the State's requirements for classroom size, the architects successfully obtained a wavier, permitting them to retain the original measurements of each classroom.
State-of-the-art facility: Yes



Computer technology: The school is state-of-the-art. It includes a media center, advanced wiring, a computer lab and has a television in every classroom.
Meets education programmatic needs: Yes
Building codes: Up-to-code
Life safety codes
Asbestos: In addition to removing the asbestos, the lead paint was removed.
Fire safety: Up-to-code
Air quality: Up-to-code
Handicapped accessibility: An elevator was installed in one of the four existing stairwells.
Parking: Adequate
Playing fields: A historic brick and iron fence were used to guard the playground from Elmwood Avenue, a busy road that faces the school.

Awards Granted

Achievements/Recognition: The Historic Columbia Foundation granted the school a 2000 Historic Preservation Award.

Future Endeavors

Maintenance plans: None available
Maintenance funding: The District will absorb future maintenance costs.

Description of Outcome

Community Response

Neighborhood stability: The community has always supported the school. In fact, the residents of Elmwood Park and Arsenal Hills petitioned the Board of Commissioners of the City of Columbia's public schools to build a neighborhood school in 1911.
Safety: The renovation has enhanced security in the community. The school has a modernized lighting system, security patrols and hosts nightly meetings, which insures activity at the facility in the evenings.
Community reinvestment: The project dramatically increased neighborhood property values and promoted a cycle of reinvestment.
Economic growth: The renovation promoted economic growth by way of increased property values.

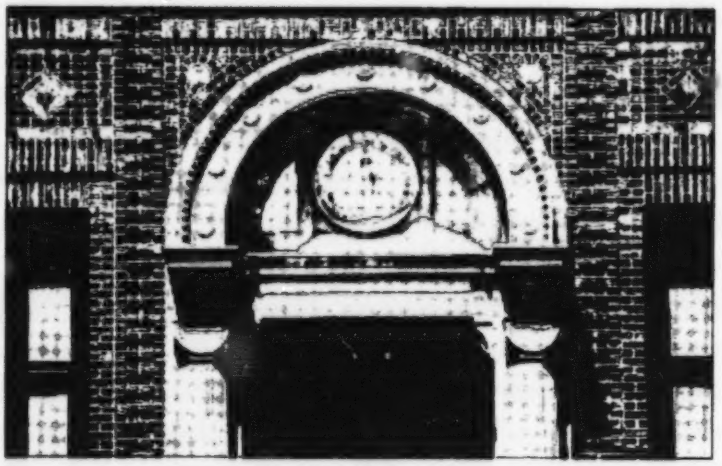
Community Benefits

Students: Both the students and parents are very proud of the school.
Increased academic achievement: There has been a fairly significant improvement in test scores since the restoration work.
Independence: Information not available.
Teachers: The teachers are pleased with the visual and educational improvements to the school.
Parents: Both the students and parents are very proud of the school.

Quotes

"Logan Elementary School is truly a modern, high-tech, neighborhood school that anchors the surrounding community. The Logan children and the neighborhood are extremely proud of their school and the heritage that it represents."

—*The Boudreaux Group*



NATIONAL TRUST
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HISTORIC SCHOOLS
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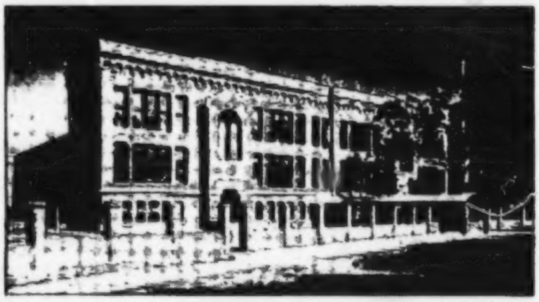

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Contact Information & Project Details

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Marketing Director
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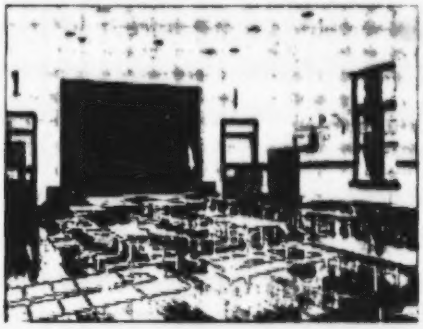

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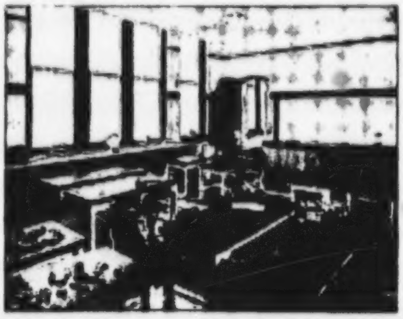

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Increased academic achievement: There has been a fairly significant improvement in test scores since the restoration work.
Independence: Information not available.
Teachers: The teachers are pleased with the visual and educational improvements to the school.
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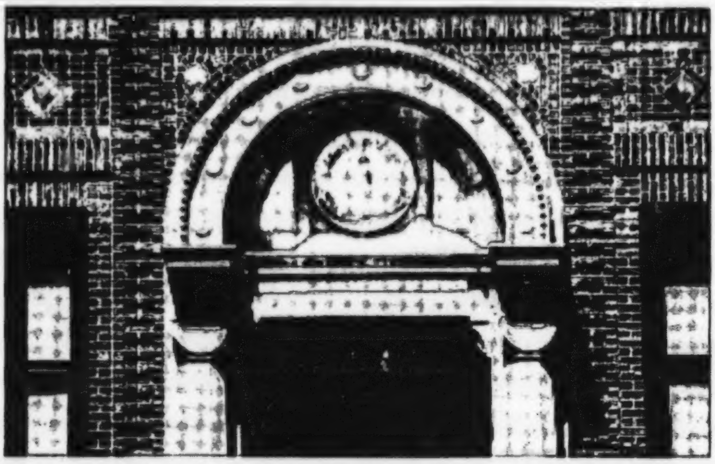

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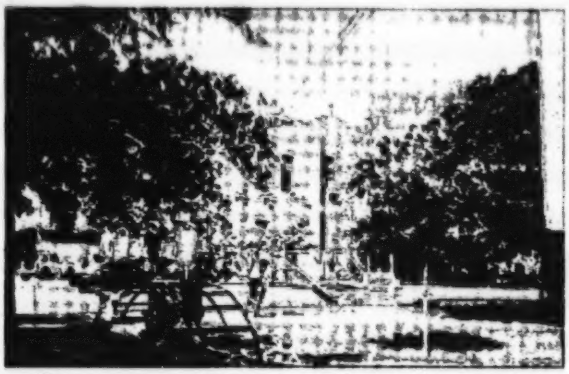
St. Louis School
Castroville, Texas



Built in 1925, the St. Louis School was founded in 1868 by two sisters from the Congregation of Divine Providence. The small town of Castroville, Texas has continuously embraced the historic neighborhood school and viewed it as a gift to the community it serves. In the 1960s, the State of Texas implemented strict educational requirements, which ultimately forced the school to close. The building remained open, serving as a parish for religious education as well as a community center until 1985. In 1986, the school was reestablished as an active Catholic School. The long-term planning process of reopening St. Louis School now serves as a model for other parishes in the Archdiocese striving to reuse historic catholic schools.

The school defines the traditions and identity of the community. The state-of-the-art school, which admits Catholic as well as non-Catholic students, is a testament to the success a historic neighborhood school can have on a small community. Reopening the school has reinstalled a sense of pride and commitment to the community. The positive renovation of the St. Louis School prompted the reopening of thirty additional Catholic schools in the State of Texas.

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Contact Information & Project Details

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Mr. Dale R. Hoyt
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Superintendent of Catholic Schools
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210.734.2620

Community Leader, Neighbor or PTA Member

Ms. Carole S. Romano
Castroville Conservation Society
President
P.O. Box 1312
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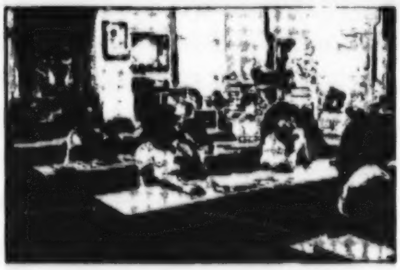
830.931.6397
lcrcsr1217@aol.com

Description of Project

Project
Address: 610 Madrid Street, Castroville, Texas 78009
Status
Local, state, national designation: No
Architect: Information not available
Date of construction: The first part of St. Louis School was constructed in 1925, consisting of four classrooms as well as living space for the Sisters. In 1928, a high school building was added to St. Louis School. Additional high school classroom space was since added in 1938 and again in 1950.
Date of renovation: The school was reopened in September of 1986, providing pre-K, kindergarten and first grade level classes. Additional grades have since been added to the school.
Date of previous renovation: Information not available

Use

(Pre-K through 5th grade)
Size: The St. Louis School is a two-story building with one annex. (Total square footage information not available)
Student/teacher ratio: 1:15 (240 students)
Alternative uses: The school's cafeteria is used for weekend activities, including religious services and events.



Location

Historic district: The school is located in a small, multi-cultural community west of San Antonio, which is not deemed a historic district.
Walking distance:
Bussing vs. walking: Since the school does not operate a bus service, most students walk or ride their bicycles to school.

Cost

Total renovation cost: Information not provided
Per square feet: Information not provided
Per student: Information not provided
Source of funding
Local: Private schools do not qualify for local funding.
State: Private schools do not qualify for state funding.
Federal: Private schools do not qualify for federal funding.
Private: Private contributions were made to the project.
Tax credits: Private tax credits contributed to the renovation initiative.
Cost estimates for new school construction: Information not available

Problems and/or Threats

Close the school building: The building stopped serving as a school in 1968 and was instead used as a parish for religious education as well as a community center until 1985. In January of 1986, St. Louis Catholic School was reestablished.
Raze existing building in order to build a new facility: No
Policies promoting the construction of school sprawl in outlying areas: (Not applicable since the building is a private school)
Acreage standards: Not applicable
State funding biases: Not applicable
Inadequate government funding: Not applicable
Acceptance of donated sites for new school construction: Not applicable
Inflated school renovation cost estimates: No
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
The overwhelming support from the community helped achieve this success story.

Renovation Success

Undertakings
Classroom size and circulation: The school retained the original measurements of most classrooms.
State-of-the-art facility: Yes
Computer technology: The school is state-of-the-art. It includes a computer lab with 15 computers and has Internet access in every classroom.
Meets education programmatic needs: Yes
Building codes: Up-to-code
Life safety codes
Asbestos: The school performs an annual check for asbestos. In order to address the concern of asbestos in the school's floor tiles, the building was carpeted.
Fire safety: The school has fire alarm bells, fire signs and an intercom system to alert faculty members and students of a fire.
Air quality: Information not available
Handicapped accessibility: A ramp was installed during the renovation initiative.
Parking: Information not provided
Playing fields: An existing storage building was removed from the playground, increasing the school's playing field area.

Awards Granted

Achievements/Recognition: Information not available

Future Endeavors

Maintenance plans: Information not available
Maintenance funding: In addition to an endowment fund, the St. Louis School is supported financially by private sector business contributions.

Description of Outcome

Community Response
Neighborhood stability: The school defines the traditions and identity of the community. The school, which admits Catholic as well as non-Catholic students, is a testament to the success a historic neighborhood school can have on a small community.
Safety: No change

Community reinvestment: The small community has continuously embraced and supported the long served school and church. Reopening the building has reinstalled a sense of pride and commitment to the community.
Economic growth: The positive renovation of the St. Louis School prompted the reopening of thirty additional Catholic schools in the State of Texas.

Community Benefits

Students: Information not available
Increased academic achievement: Information not available
Independence: Information not available
Teachers: Highly supportive
Parents: Highly supportive

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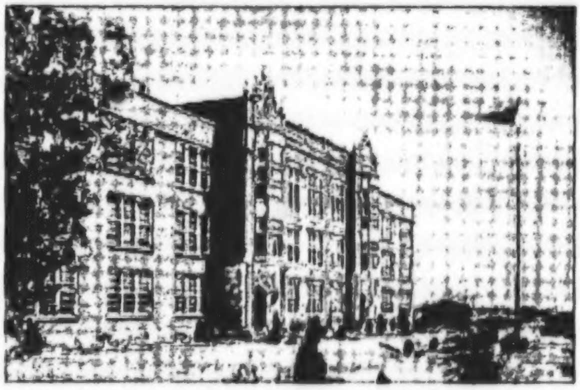
HISTORIC SCHOOLS
Success Stories

Woodrow Wilson High School
Dallas, Texas



Woodrow Wilson High School, a Jacobean Revival style inner-city school, defines the identity and traditions of East Dallas, Texas. Like many inner-city schools, Woodrow Wilson has a multi-cultural population and serves as an educational and community resource. Motivated by the closing of numerous historic schools throughout the region by the Dallas Independent School District, concerned neighborhood residents, devoted alumni and students created the Site Based Decision-Making Council (SBDM). This successful initiative has supported the preservation of the school, restoration of a courtyard and related landscape work.

The 1928 high school defines how a historic neighborhood school can remain a vital and integral part of the educational process and continue to serve surrounding historic neighborhoods. The school serves as an unusual model for how a community can successfully maintain and care for a historic building that defines their community and educates their children. This project presents the highest of examples for others to follow to save inner-city historic neighborhood schools.

The continued preservation of the Woodrow Wilson school has directly effected the historic districts that surround it by providing a high level of education that children can easily access and the community can be a part of. Since the renovation, there has been an increased interest in the school. This will likely encourage a new cycle of reinvestment in the community.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

Midwest Office (IL, IN, IA, MI, MN, MO, OH, WI): Royce Yeater, 3[illegible]-939-5547

Southwest Office (AR, NM, OK, TX): Megan Brown, 817-332-4398

Southern Office (AL, FL, GA, KY, LA, MS, NC, PR, SC, TN, VI): Mary Ruffin Hanbury 843-722-8552

Southern Field Office (DC, MD, VA, WV): Rob Nieweg, 202-588-6107

Northeast Field Office (DE, NJ, PA): Adrian Fine, 215-848-8033

Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885

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Contact Information & Project Details

Council Members

Mr. Norm Alston
WWHS Site Based Decision Making Council
Chairman of Facilities (Also an architect and parent of WWHS student)
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214.826.8673 (fax)
naarch@swbell.net
No website available

Ms. Kathy Glenn
PR Comm., WWHS Site Based Decision Making Council
Chairman
6410 Lakeshore Drive
Dallas, Texas 75214
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wglenn9878@aol.com
No website available

School Administrator

Ms. Bradley Sue Howell
The Woodrow Wilson High School
Librarian
722 Ridgeway Street
Dallas, Texas 75214
214.821.5871
972.502.4401 (fax)
bshowell@ont.com
www.dallasisd.org/schools/hs/wilsonw.html

Description of Project

Project
Address: 100 S. Glasgow, Dallas, Texas 75214
Status
Local, state, national designation: The school is a Texas State Historical Landmark (1989) as well as a Dallas Landmark.
Architect: Roscoe P. Dewitt and Mark Lemmon, noted local architects
Date of construction: 1928
Date of renovation: The Juanita Antoine McCormick Courtyard was renovated in 1998. Date of previous renovation: A second gymnasium was added to the school in 1953. A fine arts wing was added in 1979.

Use

Size: Information not available
Student/teacher ratio: 16:1 (1,400 students)
Alternative uses: The school serves as the backdrop for a spring Broadway musical production and golf tournament. In 2001, the school was included in the Swiss Avenue Historic District's Tour of Homes.

Location

Historic district: The school is surrounded by numerous historic districts, including Swiss Avenue, Munger Place, Junius Heights and Lakewood. The Hollywood Heights/ Santa Monica Conservation District is also located nearby.
Walking distance
Bussing vs. walking: Located in the inner-city, students can easily walk to school rather than ride the bus.

Cost

Total renovation cost: Estimated $1.5 million (restoration to historic building), Estimated $1 million (mechanical updating), Estimated $1.5 million (construction of new building)
Per square feet: Information not available
Per student: $2,857.14
Source of funding
Local: The School District paid for 100% of the project.
State: No
Federal: No
Private: No
Tax credits: No
Cost estimates for new school construction: A new high school costs between 8 and 12 million dollars.

Problems and/or Threats

Close the school building: Numerous historic schools in the Dallas area have been closed due to deteriorating facility conditions. In 1976, the Dallas Independent School District proposed closing Woodrow Wilson High School. The Board of Education felt the building was too old and costly to maintain thus focused its efforts in support of constructing a new school in an outlying area. Following the forgoing developments, parents initiated legal action against the District.
Raze existing building in order to build a new facility: While there were proposals to construct a new sprawl school, the School District did not suggest razing the existing building.
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: The current standard for a school has changed, including parking and playing field dimensions.
State funding biases: No
Inadequate government funding: No
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates: No
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
The Site Based Decision-Making Council (SBDM), which is comprised of neighborhood residents, devoted alumni and student groups, fought to retain the school.

Renovation Success

Undertakings
Classroom size and circulation: Information not available
State-of-the-art facility: Yes
Computer technology: In 1998, all science labs were renovated and additional computer labs were installed.
Meets education programmatic needs: Yes
Building codes: Up to date
Life safety codes
Asbestos: While there was very little asbestos present at the site, it was completely removed.
Fire safety: A new fire safety system was installed. In order to accommodate deaf and blind students, the school's system has blinking lights as well as a high pitch alarm.
Air quality: Ceilings were lowered to accommodate a new air conditioning and heating system.
Handicapped accessibility: In the 1970s, the school updated its ADA requirements.

Parking: Since there was ample parking available prior to the renovation, there was no change.
Playing fields: The school is currently working with the Park Board to get rights to an adjacent public park.

Awards Granted

Achievements/ Recognition: The school received a Texas Historical Marker and is listed in the American Institute of Architects Guide to Dallas Architecture.

Future Endeavors

Maintenance plans: The Facilities Committee will be responsible for any future maintenance plans.
Maintenance funding: Funding for future maintenance will be resolved at an upcoming bond issue hearing.

Description of Outcome

Community Response
Neighborhood stability: The school, which is described as one of the most beautiful historic buildings, defines the identity and tradition of East Dallas.
Safety: No change
Community reinvestment: Since the renovation, there has been an increased interest in the school. This will most likely encourage a new cycle of reinvestment in the community.
Economic growth: No change

Community Benefits

Students: In comparison to a sprawl school, this inner-city school has a multi-cultural population that exposes students to a rich diversity.
Increased academic achievement: The school has a high achievement rate.
Independence: No change.
Teachers: Many teachers are alumni of the school. They are very proud of the restoration work.
Parents: Parents of all socioeconomic and cultural backgrounds are pleased that this urban public school was saved from abandonment.

Quotes

"Like many inner-city schools, Woodrow has a multi-cultural population which reflects the rich diversity of East Dallas. From millionaires to recent immigrants, Woodrow is a place for all children to learn, explore, and grow into contributing members of the new global community."

—Report prepared for the National Trust for Historic Preservation

"It is a model of how historic school buildings can remain a viable part of inner-city neighborhoods."

—Mr. W. Dwayne Jones, Executive Director of Preservation Dallas

"We consider Woodrow Wilson High School one of the key components of our neighborhood and community. It is a neighborhood treasure and a major part of our educational, architectural and cultural heritage."

—Ms. Kara Kunkel, President of Junius Heights Homeowners Association

Exterior detail

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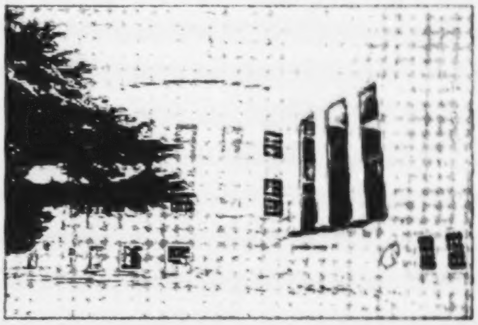
HISTORIC SCHOOLS
Success Stories

Appomattox Regional Governor's School for the Arts & Technology
Petersburg, Virginia

The Appomattox Regional Governor's School with its impressive auditorium, dance studios, sound booths and full-scale science labs, serves students from thirteen counties and cities and is also a regional community cultural center. Due to the perception that renovation would be prohibitively costly, this 1910s neoclassical-style school stood vacant from 1986 until renovation was completed in 2000. Thanks to a creative, public-private sector partnership, involving innovative use of historic rehabilitation income tax credits and private fundraising, the historic neighborhood school was successfully renovated for continued use as a school. This partnership was led by the Appomatox Educational Foundation.



The Appomattax Regional Governor's School students are benefiting greatly from the modernized school building. The school was outfitted with advanced technological and scientific equipment, which surpass even those available in most of the surrounding colleges and universities. This was made possible by the Appomattox Educational Foundation, who organized the Appomattox Regional Governor's School Campaign for Excellence to raise $7.5 million toward the project. The National Trust hopes that the creative public-private partnership that enabled this success story can now serve as a financing model for other communities attempting to rehabilitate public schools.

The Appomattox Regional Governor's School renovation has helped restore a sense of civic pride and spurred neighborhood reinvestment in Petersburg. Unfortunately, Petersburg has suffered a decline in population and commercial and manufacturing base. The renovation of the Appomattox Regional Governor's School is an important symbol of optimism and can serve as a catalyst for renewal and urban redevelopment throughout the Appomattox Basin region. The City of Petersburg implemented an ambitious neighborhood revitalization project to increase property values in the area immediately surrounding the school. As part of this effort, the Petersburg Redevelopment and Housing Authority committed to improving the neighborhood around the school by rehabilitating dilapidated houses on Guarantee Street. Other groups have committed to improving derelict properties located on Washington Street, and in related efforts, two nearby twentieth century schools have been readapted into senior citizens housing. It is unlikely that this neighborhood improvement initiative would have gotten off the ground without the Appomattox Regional Governor's School renovation.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

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Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885

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Contact Information & Project Details

Architect/Builder

Mr. James T. Rice, AIA, President
Rawlings Wilson & Associates
1100 North Thompson Street
Richmond, Virginia 23230
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School Administrator

Ms. Beverly Thompson, Fundraising Coordinator
The Appomattox Regional Governor's School
512 West Washington Street
Petersburg, Virginia 23803
804.526.9161
804.520.6914 (fax)
bever12791@aol.com

Community Leader, Neighbor or PTA Member

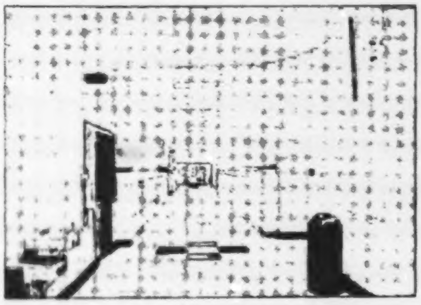
Ms. Kathleen S. Kilpatrick, Director
Virginia Department of Historic Resources
2801 Kensington Avenue
Richmond, Virginia 23221
804.367.2323 (x128)
804.367.2391 (fax)
kkilpatrick@dhr.state.va.us
www.dhr.state.va.us

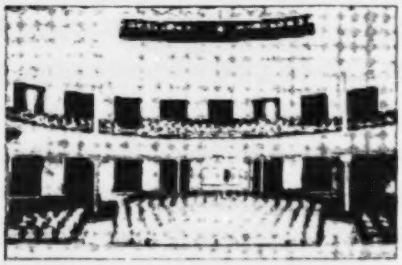
Description of Project

Project Address:
512 West Washington Street
Petersburg, Virginia 23803
Status: Historic Landmark status
Local, state, national designation: National Register designation
Eligible: Yes
Architect: Findlay Forbes Ferguson, Sr.
Date of construction: 1916-1918
Date of renovation: 1996-
Date of previous renovation: In 1939, a 22,000 square foot gymnasium wing was added to the original structure.

Use: High School
Size: 100,000 square feet

Student/teacher ratio: The school's philosophy is that students tend to demonstrate higher achievement where the student/teacher ratio is low. (500 students)





Alternative uses: Community members are welcome to use the school's auditorium, gymnasium, computer facilities, classrooms and outdoor athletic facilities.

Location: Historic District
The school serves as the focal point of Folly Castle, a historic district.

Walking distance:
Bussing vs. walking: Since it is a regional school, most students cannot walk to school.

Cost

Total renovation cost: $12 million
Per square feet: $113.57
Per student: $21,680.00
Source of funding: Funding for the renovation came from a unique public-private sector collaboration. The Appomattox Educational Foundation organized the Appomattox Regional Governor's School Campaign for Excellence to raise $7.5 million ($6.5 million for capital expenses and fees and $1 million for an operating endowment).

Local: The City donated over $450,000 to provide for a new roof, site remediation and weatherization. Furthermore, each school district is to redirect per capita local funds for each student that is selected to attend the school.

State: The Commonwealth of Virginia and the Virginia General Assembly provided funding.
Federal: Tax credits
Private: Yes
Tax credits: Federal and state historic rehabilitation tax credits were used.
Cost estimates for new school construction: $118.12 per square foot

Problems and/or Threats

Close the school building: The school was vacant between 1986 and 2000.
Raze existing building in order to build a new facility: While the school was underutilized prior to renovation, the option to raze the building was never set forth.
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: No
State funding biases: No
Inadequate government funding: No
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates: No
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
A unique public-private sector partnership, which was led by the Appomattox Educational Foundation, enabled the school to be saved.

Renovation Success

Undertakings:
Classroom size and circulation: A few non-load bearing walls were removed to allow for greater classroom space.

State-of-the-art facility

Computer technology: This technologically advanced school has computer and television connectivity in classrooms and laboratories with extensive media centers.

Meets education programmatic needs: Yes

Building codes: Renovation met all building codes.

Life safety codes

Asbestos: Removed

Fire safety: In addition to using steel, concrete and noncombustible materials, a new sprinkler system was installed.
Air quality: There is adequate fresh air for the heating/cooling system.
Handicapped accessibility: Meets Americans with Disabilities Act requirements.
Parking: Additional parking spaces had to be added.
Playing fields: There are no playing fields by way of it being a regional school.

Awards Granted

Achievements/Recognition: Awarded a Preservation Award by the Preservation Alliance of Virginia in 2000.

Future Endeavors

Maintenance plans: The renovation called for utilizing only materials that require insignificant maintenance.

Maintenance funding: The Appomattox Regional Governor's School Campaign raised $1 million for an operation endowment.

Description of Outcome

Community Response
Neighborhood stability: The school's renovation has restored a sense of civic pride and neighborhood reinvestment throughout the region. Previously, the regional population and commercial and manufacturing base had been declining.
Safety: The community feels much safer now that the school is being used again.
Community reinvestment: The renovation has served as a catalyst for renewal and urban redevelopment throughout the Appomattox Basin region. The City of Petersburg implemented a major revitalization project to increase property values surrounding the school. As part of this effort, the Petersburg Redevelopment and Housing Authority committed to improving the neighborhood around the school by rehabilitating dilapidated houses on Guarantee Street. Other groups have committed to improving derelict properties located on Washington Street, and in related efforts, two near by twentieth century schools have been readapted into senior citizens housing.

Economic growth: The schools renovation has attracted outside investors. The region has seen a return in investment to the downtown area.

Community Benefits

Students: The schools mission is to increase the development of student abilities, promote positive self-concepts and decrease underachievement and dropout rates.
Increased academic achievement: Yes
Independence: Not applicable to a regional school.
Teachers: Teachers and parents alike have responded in a very positive way to the renovation.
Parents: Teachers and parents alike have responded in a very positive way to the renovation.

Quotes

"A community of learners encompassing exceptional students drawn from throughout the Appomattox Basin region, dedicated teachers and mentors from area corporations, small businesses and the professions- all vigorously pursuing academic and personal excellence."

—Appomattox Regional Governor's School
for the Arts & Technology Campaign for Excellence

"The Campaign for Excellence provides a variety of opportunities for individuals, foundations, businesses, public agencies and civic and service groups to support the goals of the Governor's School. The various opportunities are ways for donors- as individuals or as members of a family, corporation, foundation or organization- to help fund specific aspects of the School either in their own names or as tributes or memorials to others."

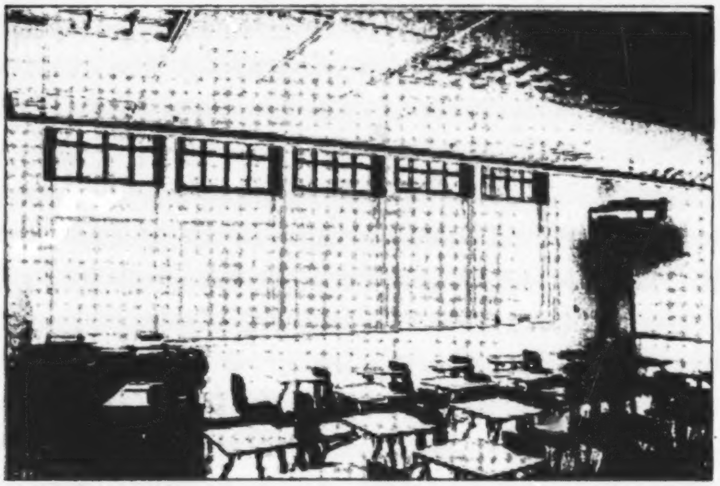
—Appomattox Regional Governor's School
for the Arts & Technology Campaign for Excellence

"Together, we can develop the potential of a new generation of learners and, by doing so, develop the full potential of our region."

The Honorable Rosalyn R. Dance
—Mayor, City of Petersburg

"The restoration of the old high school as a new Governor's School has been a catalyst for new investment and redevelopment in the neighborhoods surrounding the school. This renewed interest in living in these older historic houses has furthered commercial redevelopment efforts in Petersburg's downtown."

—Marshall W. Smith
Crater Regional Partnership



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HISTORIC SCHOOLS
Success Stories

For more information about the National Trust's historic neighborhood schools initiative, contact:

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Midwest Office (IL, IN, IA, MI, MN, MO, OH, WI): Royce Yeater, 312-939-5547

Southwest Office (AR, NM, OK, TX): Megan Brown, 817-332-4398

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Southern Field Office (DC, MD, VA, WV): Rob Nieweg, 202-588-6107

Northeast Field Office (DE, NJ, PA): Adrian Fine, 215-848-8033

Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885

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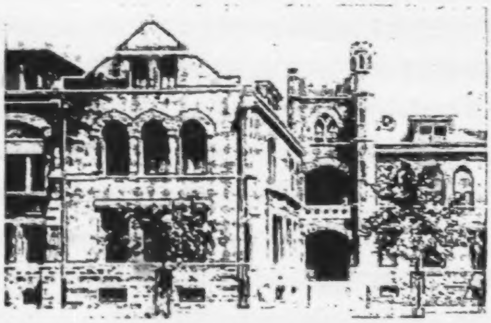
St. Andrew's School
Richmond, Virginia

St. Andrew's is a tuition free, private school in Richmond, Virginia for students with limited resources. The historic school is part of the St. Andrew's Episcopal Church complex, an anchor in this diverse and economically strapped neighborhood. This 1900 Gothic Revival style building had deteriorated after providing nearly 100 years of service to the community. The restoration of St. Andrew's was made possible in part to state and federal tax credits. The restoration project serves as a model for the community and the state.



The school's neighborhood, Oregon Hill, is viewed as a challenged neighborhood. The region, which is described as "An Island in a broken World," has struggled to thrive despite its socio-economic challenges. The community is one of the few remaining intact 19th and early 20th century working class neighborhoods in America. The restoration of St. Andrew's School, which has continuously served as a focal point for the neighborhood for over a century, has stabilized the community. Its restoration enables children with limited resources to continue to receive tuition free education in a modernized historic neighborhood school. The restoration has renewed a sentiment of pride throughout the area.

The restoration of St. Andrew's has revived reinvestment initiatives in the community. Rental houses located across from the school have been refurbished and new condos have been constructed. Parties involved with the restoration fully expect the project to contribute to further economic prosperity in the surrounding area.

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Contact Information & Project Details

Architect/Builder

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Project Architect
801 E. Main Street, Suite 300, Richmond, Virginia 23219
804.649.9303
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mbemiss@glaveandholmes.com
No website available

School Administrator

Ms. Janie H. Walker
St. Andrew's School
Assistant Head for External Affairs
227 South Cherry Street, Richmond, Virginia 23220
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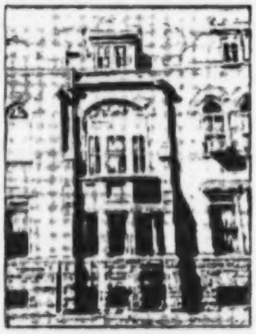
Padams4051@aol.com
No website available

Description of Project

Project
St. Andrew's School
Address: 227 South Cherry Street
Richmond, Virginia 23220
Status
Local, state, national designation: Listed on the Virginia Landmarks Register and the **National Register of Historic Places.**
Eligible: No
Architect: A.H. Elwood of Indiana, a leading Gothic Revival Church designer, was the master planner for the building along with architect D. Wiley Anderson. The school was founded in 1894 by philanthropist Grace Arents. In addition to St. Andrew's, Miss Arents supported various other projects including public housing developments, teacher dormitories, baths, a library and a playground in Oregon Hill.
Date of construction: 1900
Date of renovation: The interior work was completed in the summer of 1999 while the exterior work took place in 2000.



Date of previous renovation: Noland & Baskerville added Baldwin Hall, the concert hall, in 1901. A glass curtain wall was installed by the stairway. In the past, fire Marshals had required that stairways be enclosed for safety reasons.

Use

(St. Andrew's is an elementary school for K-5th grade students)
Size: 40,000 square feet (3 floors and a basement)
Student/teacher ratio: 18:1 (108 students)
Alternative uses: The school has a church that is used by the community for Sunday school and services. The school also serves as a venue for APAV meetings, bible study classes and community meetings.

Location

Historic district: The school is located in Oregon Hill Historic District (listed in 1990 and 1991).
Walking distance
Bussing vs. walking: Since students come from all over to attend St. Andrew's, most are transported by their parents.

Cost

Total renovation cost: $1.7 million
Per square feet: $42.50
Per student: $15,740.74
Source of funding
Local: See below
State: State historic tax credits helped to fund the project.
Federal: Federal historic tax credits helped to fund the project.
Private: In addition to private contributions, local, state and national foundations helped raise $1,300,000 towards the restoration project.
Tax credits: See above
Cost estimates for new school construction: $118.12 per square foot. There is limited space in the downtown area to build more schools. The surrounding counties are building many new schools.

Problems and/or Threats

Close the school building: By the 1990's, the school was inundated with problems, including but not limited to outdated fire safety, electrical, mechanical and lighting systems, all deemed inadequate for current needs. Regardless, there was never any formal discussion about closing the school. The school was protected because of its status in the community.
Raze existing building in order to build a new facility: The option of razing the building was never considered. The owners would rather have sold the school for an alternate use rather than see it demolished.
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: No
State funding biases: No
Inadequate government funding: Not applicable because St. Andrew's is a Christian school.
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates: No
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
The schools restoration was made possible in part to state and federal tax credits.

Renovation Success

Undertakings
Classroom size and circulation: The classroom sizes were not changed.
State-of-the-art facility: Yes
Computer technology: The school was wired for computer and science labs.

Meets education programmatic needs: Yes
Building codes: Up-to-date
Life safety codes
Asbestos: The asbestos had been removed prior to the renovation.
Fire safety: In addition to building more exits, a sprinkler was installed.
Air quality: The heating system was fixed.
Handicapped accessibility: Handicapped accessibility is still a concern at the school. The handicapped can only access the building in the front. An elevator will eventually need to be installed too.
Parking: There is ample street parking.
Playing fields: The playground still needs to be brought up to date.

Awards Granted

Achievements/Recognition: Due to the recent restoration activity, the school has not had the time to submit applications for achievement or recognition awards. However, St. Andrew's was one of the winners of the National Trust for Historic Preservation's Preservation Week Poster Contest in 2001.

Future Endeavors

Maintenance plans: Not available
Maintenance funding: The school has a budget of $600,000 a year. It is the school's mission to increase this budget. The school even lacks the financial ability to offer faculty members a retirement plan.

Description of Outcome

Community Response
Neighborhood stability: Oregon Hill is viewed as a challenged neighborhood. The region, which is described as "An Island in a broken World," has consistently struggled to thrive despite its socio-economic challenges. The community is one of the few remaining intact 19th and early 20th Century working class neighborhoods in America. The restoration of St. Andrew's School, which has continuously served as a focal point for the neighborhood for over a century, has stabilized the community. Its restoration enables children with limited resources to continue to receive tuition-free education in a historic neighborhood school. The restoration has renewed a sentiment of pride throughout the area, especially for those that supported the project. People are visiting the school from all over and consistently remarking on how beautiful it looks.
Safety: The area was never viewed as being unsafe. Residents often sit out on their porch late at night without worrying about personal safety.
Community reinvestment: The school's renovation has revived reinvestment initiatives in the community. Rental houses located across the street are currently being refurbished and a developer invested in housing on the Hill and has developed the site into new condos.
Economic growth: Parties involved with the renovation fully expect the project to contribute to further economic prosperity in the surrounding area.

Community Benefits

Students: Increased academic achievement: Students at St. Andrew's consistently exceed the 70th percentile on national tests.
Independence: Since the renovation, the students feel a greater sense of independence.
Teachers: The faculty, which promotes social ethics and respect, view St. Andrews as an enriching component of the unique education that the school provides. They are pleased to see it restored and could not imagine replacing it with a new school building. Like the entire community, the school reflects their personal identity.
Parents: Parents are very proud of the work. Since the renovation, applications for enrollment have increased from parents interested in sending their child to the school.

Quotes

"As we undertook the restoration of our circa 1900, state and nationally registered historic building we were once asked, 'Wouldn't it be cheaper to build a new building?' Cheaper perhaps, but what would Richmond have lost?"

—St. Andrew's School employee

"The schools continued presence adds immeasurably to the character of Oregon Hill and serves as a bridge to the families that populated the area in the past."

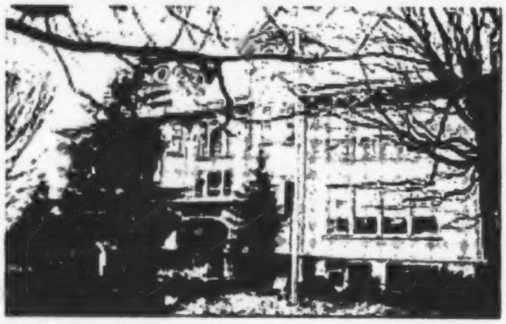
—Mr. John G. Zehmer, Architectural Historian, Department of Historic Resources, Commonwealth of Virginia

NATIONAL TRUST
for HISTORIC PRESERVATION™

HISTORIC SCHOOLS
Success Stories

Latona Elementary School
Seattle, Washington

Latona Elementary School, also known as the John Stanford International School, is a Queen Ann style historic neighborhood school building. Following years of deterioration, Latona Elementary School students, teachers, administrators as well as community members formed a partnership to preserve the 1906 schoolhouse. The late Seattle School District superintendent John Stanford was instrumental in persuading the District to assume the task of revitalizing the school. His commitment has enabled the revitalization of numerous historic neighborhood schools in Seattle, Washington.



The school's refurbishment included updating the building to 21st century educational standards. The state-of-the-art school has advanced technical connections. Latona Elementary School's curriculum offers technological linkages with the University of Washington and schools in Japan and Mexico. The principal believes that there has been a slight shift in academic achievement since the renovation. Latona Elementary School currently has a waitlist of 200 prospective students.

The prominence of Latona Elementary School's renovation has helped stabilize the surrounding community and instill a renewed sense of pride. The school is a showpiece, which attracts many visitors. The school's refurbishment will likely trigger a cycle of reinvestment and economic growth within the community.

For more information about the National Trust's historic neighborhood schools initiative, contact:

Western Office (AK, AZ, CA, HI, ID, NV, OR, WA): Mike Buhler, 415-956-0610

Mountains/Plains Office (CO, KS, MT, NE, ND, SD, UT, WY): John Mitterholzer, 303-623-1504

Midwest Office (IL, IN, IA, MI, MN, MO, OH, WI): Royce Yeater, 312-939-5547

Southwest Office (AR, NM, OK, TX): Megan Brown, 817-332-4398

Southern Office (AL, FL, GA, KY, LA, MS, NC, PR, SC, TN, VI): Mary Ruffin Hanbury, 843-722-8552

Southern Field Office (DC, MD, VA, WV): Rob Nieweg, 202-588-6107

Northeast Field Office (DE, NJ, PA): Adrian Fine, 215-848-8033

Northeast Office (CT, MA, ME, NH, NY, RI, VT): Marilyn Fenollosa, 617-523-0885

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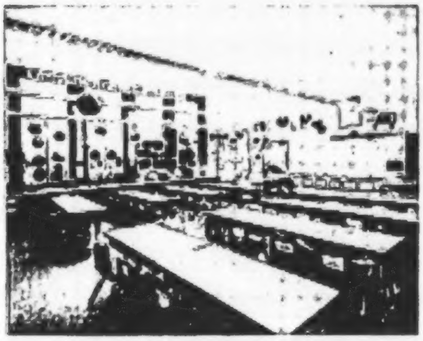
kkodama@seattleschools.org
www.seattleschools.org

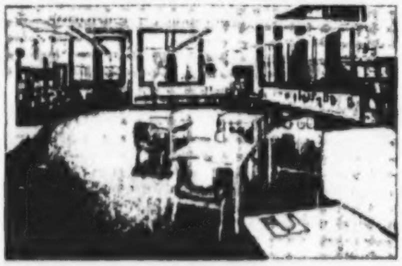
Description of Project

Project
Address: 4057 5th Avenue, N.E.
Seattle, Washington 98105
Status:
Local, state, national designation: Seattle Historic Landmark (1998)
Architect: The school was designed by James Stephen, a Seattle School District architect between 1903 and 1909. The school was one of nineteen wood frame schoolhouses based on a model plan.
Date of construction: 1906
Date of renovation: The school was reopened in 1999 as the John Stanford International School, Latona Campus.
Date of previous renovation: None

Use

(The school serves the K-5th grade level)
Size: 69,037 square feet
Student/teacher ratio: 28:1 (350 students)
Alternative uses: It is a community based school which is open to the public.





Location

Historic district: The school is located in the heart of Wallingford, Washington.
Walking distance:
Bussing vs. walking: Those who reside in the surrounding community are able to walk to school.

Cost

Total renovation cost: $10,436,000 million
Per square feet: $152.00
Per student: $29,817.14
Source of funding
Local: A local bond paid for the majority of the project.
State: The State provided a matching fund.
Federal: No
Private: No
Tax credits: No
Cost estimates for new school construction: A new school costs between $150 and $180 per square foot.

Problems and/or Threats

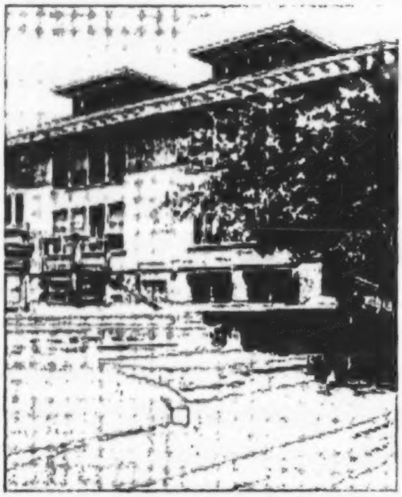
Close the school building: The school was never closed.
Raze existing building in order to build a new facility: While the Board was previously in favor of demolishing old neighborhood schools, their interest in renovation has significantly increased.
Policies promoting the construction of school sprawl in outlying areas:
Acreage standards: The building is located on a tight 2.2 acre sloping slight, which made it very difficult to accommodate adequate parking and playground space. Since the city does not enforce school acreage standards, this did not impede the renovation initiative.
State funding biases: No
Inadequate government funding: No
Acceptance of donated sites for new school construction: No
Inflated school renovation cost estimates:
Poor or bad renovation job: No

Resolution

Strategies or state/local polices utilized to achieve success story:
The ongoing dialogue between citizens and the School District played a positive role in the crusade to renovation the school.

Renovation Success

Undertakings
The new building is located downhill to the south of the historic school. The old building's foundation was crumbling and had to be reinforced. The interior bearing points were also replaced.
Classroom size and circulation: Classroom dimensions at Latona Elementary School were altered to address seismic and plumbing needs.
State-of-the-art facility: Yes
Computer technology: The school has advanced technical connections. The school's curriculum offers technological linkages with the University of Washington and schools in Japan and Mexico.
Meets education programmatic needs: In order to meet education programmatic needs, the redesign incorporated small learning communities that surround a "flex" area. This allows for team teaching, cross-grade learning, tutoring and collaborative breakout space.
Building codes: While the school is now up-to-code, architects were forced to solve significant seismic, life safety, energy and accessibility code deficiencies.
Life safety codes
Asbestos: All hazmat materials were removed from the building.
Fire safety: The school is fully compliant with fire code standards.
Air quality: The renovation included installing a new mechanical system.
Handicapped accessibility: The school



provides full ADA accessibility.
Parking: There is adequate on-site parking.
Playing fields: There was no change to the existing playing field during the coarse of the renovation.

Awards Granted

Achievements/Recognition: None at this time.

Future Endeavors

Maintenance plans: None available
Maintenance funding: Information not available

Description of Outcome

Community Response
Neighborhood stability: The prominence of the school's renovation has stabilized the surrounding community and instilled a renewed sense of pride. The school is a showpiece, which attracts many visitors.
Safety: The derelict state of the school prior to the renovation generated vandalism. Following the building's refurbishment, there has been an increase in respect for the school building and its surroundings.
Community reinvestment: No significant change.
Economic growth: There is an increase in community support following the school's refurbishment.

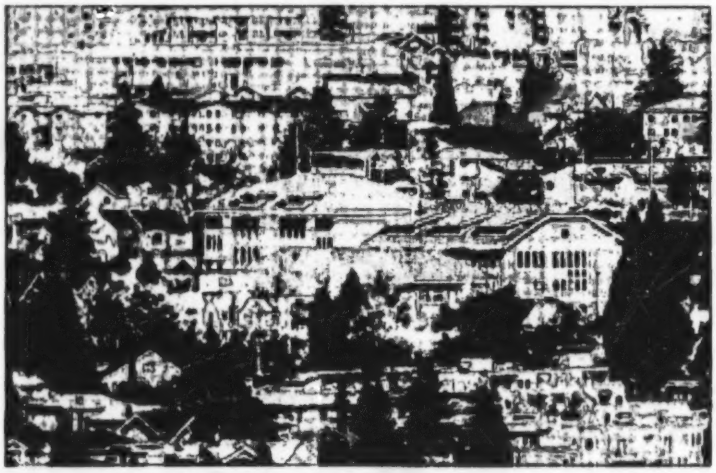
Community Benefits

Students: The students are more respectful of their surroundings.
Increased academic achievement: The principal believes that there has been a slight shift in academic achievement since the renovation. The school has a waitlist of 200 prospective students.
Independence: No information available
Teachers: Very positive response.
Parents: Very positive response.

Quotes

"The restoration of the John Stanford International School, Latona Campus is about revitalizing an old, working class, inner-city neighborhood. It is a celebration of such basic community attributes as children walking to school, parents gathering for a show in the commons/theater and young adults playing pick-up basketball nightly in the gym."

—Bassetti Architects



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